NEW YORK SCHOOL JOURNAL AND EDUCATIONAL NEWS.

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HEALTH AND EDUCATION.

THE great mistake of our scholastic training had been the taking of words for things instead of the taking of words from things. Descriptions of nature were not enough. The student must roam beneath the sunny skies and learn direct from nature herself. The field and the mountain would then work themselves into their body and mind, their pen and their voice. Geologists, botanists and zoologists were usually long-lived and clear-brained. It was important to carry up into the higher nature of man the light and culture which come from the beautiful world about him.

Knowledge was not power unless backed by force, for the greatest discoveries of science were useless until carried into action. Demosthenes had spoken of action as necessary to eloquence. He did not mean merely gesturing; he meant also a living force. Cæsar was a better writer than speaker, because he had been a soldier, and he carried in his pen the force he obtained in war. The want of practical force in what were called educated men was a source of general complaint. They were in the main unfitted for the hard work which all men must perform who hope to rise. In every department of life, kings of action were needed, and while old monarchies are eyeing their kings very sharply, our Republic should be no less exacting, and insist in having the right man in the right place.

The laws of health marched with King William and his royal son, and, more than the force of arms, fought the battle of Sedan and changed the face of civilization. In every sphere we needed the supreme energy of the educated will. No mechanism, however perfect, could take the place of the cultured mind. Over all implements there rises sublimely the human hand given by Almighty God. Use both the mind and the hand wisely and life will ever be a blessing.—*Rev. S. A. Osgood.*

THE beautiful picture in our last is well seconded in this number by the "Return Home of the Norwegian Hunter." The whole scene is full of nature and life. Though it differs so much from anything seen here, it assures the beholder that such things occur in other lands by the voice of the human heart which is heard from it. There are the victorious hunters, their wives, their children and their homes. Exciting toils have been crowned with success, and the looker-on rejoices in sympathy.

THE deeper truth penetrates our souls, the more precious and potent it becomes. Step by step the gospel enters, blessing more richly at every stage. Faith comes by hearing, and it is sweet to believe. Choice follows faith, and that opens the soul still more to light and love; for, when man ceases to say no, and begins to say yes, to the Savior's call, the door is opened and the Lord comes in.



RETURN HOME OF THE NORWEGIAN HUNTER.

Book Notices.

In our last we called the attention of our readers to the beautiful poem lately published by Mr. Albert Welles of University place, "The Life of Jesus the Messiah."

We have been informed that Mr. Welles has had a large experience as a writer, and has for over twenty years written more or less, but never published any of his numerous works until lately. It will interest our readers to learn what he has done. For many years he was engaged in compiling an immense work (now in manuscript) styled "A Genealogical Chronology of the world before Christ," covering about three reams of paper, which we have seen at the rooms of the American College of Heraldry, of which institution he is president. For divines and laymen this is a very useful work, and probably unique, and all questions of genealogy and chronology of the ancient world may be settled thereby conclusively. It is an exceedingly valuable book of reference on such subjects.

His poetic works for the instruction of children are numerous and very valuable. "Travels in space,"—a poem of near 2,000 stanza's, embraces the whole science of astronomy in the form of travels, and thus astronomy is made easy to the youthful mind, as it is a narrative of the adventures of a traveler to and upon all the planetary worlds, astronomically and philosophically correct. His "Parables of the Bible, and Fables of Life," two of which we published some weeks ago, are exceedingly interesting and instructive to the young. His object in all his writings has been preeminently good, as all his works are very interesting as well as instructive and convey good moral and religious teachings.

It is evident that the design of Mr. Welles is to supplant the trashy and false literature that has for so long time flooded the country, as "Children's Picture Books," "Children's Story Books," &c. It is a lamentable fact that parents buy these books for their children to buy a peace. They give the child a book to keep it quiet, and *send it away* to look it over, because it is so silly they cannot endure to read it to the child themselves. In this way a vast amount of evil is done, as the natural thirst for knowledge is so great in childhood that they read with avidity, and cherish with credulity a large amount of falsehood, which must afterward all be eradicated from their minds. It is better a thousand times to give them true literature, arrayed in attractive form, and thus they may imbibe truth from the start, and the parent need not to be ashamed to read to their children the books they buy, if they will select such as the life of the Savior illustrated, and such other books as we have mentioned above.

THE WITCHERY OF MANNERS.

Almost every man can recall scores of cases within his knowledge where pleasing manners have made the fortune of lawyers, doctors, divines, merchants, and, in short, men in every walk of life. Raleigh flung down his laced coat into the mud for Elizabeth to walk on, and got for his reward a proud queen's favor. The politician who has this advantage easily distances all rival candidates, for every voter he speaks with becomes his friend. The very tones in which he asks for a pinch of snuff are often more potent than the logic of a Webster or a Clay. Polished manners have made scoundrels successful, while the best of men, by their harshness and coldness, have done themselves incalculable injury—the shell being so rough that the world could not believe there was a precious kernel within. Civility is to man what is beauty to a woman. It creates an instantaneous impression in his behalf, while the opposite quality excites as quick a prejudice against him. It is a real ornament—the most beautiful dress a man or woman can wear—and worth more as a means of winning favor than the finest clothes and jewels ever worn. The gruffest man loves to be appreciated; and it is oftener the sweet smile of a woman, which we think intended for us alone, than a pair of Juno-like eyes, or "lips that seem on roses fed," that bewitches our heart and lays us low at the feet of her whom we afterward marry.—*Matthew's.*

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THE FIRST BUSINESS OF EDUCATION.

WE know nothing about it, and cannot by searching find it out—not you nor I, nor Launcelot, nor any other. The only way to discover what a boy will be is to make him into it. The only way to do that is by doing the thing which lies nearest to hand. Your business is to make the boys and girls learn their arithmetic lessons and their grammar lessons and their geography lessons; to make them know that they know it and are not simply willing to run the risk of being discovered in not knowing it; to make them thoroughly understand the difference between knowing a lesson and knowing something about it; to make them hate lying and stealing and swearing and rudeness and vulgarity, if you can; and if faults of birth and breeding render this impossible, then to make them afraid to lie and swear and steal and misbehave. Let the boy's highest ideal capacity take care of itself, but charge yourself with knowing of a surety whether he has worked his example in arithmetic out of his own brain or whether he has copied the answer from a key or the process from his seatmate's slate. If you cannot ascertain this by your own inward light without recourse to testimony, you will make but a poor hand at ideal capacity. If you can make a girl reluctant to ask assistance, exultant at conquering her own difficulties, disdainful of deception, and self-denying enough to repel and reject the dreadful school slang, you are as near the direct road to her highest ideal capacity as if you lived laborious days in trying to evolve some indefinite, sonorous abstraction.

At least this is what I should say if you were simply teachers; but if you will be educators, or perish in the attempt, I suppose you must continue to hammer away at the highest ideal capacity, and much good may it do you!

GAIL HAMILTON.

LONG DIVISION.

THE method of teaching long division given by Professor M. C. Stevens, of the Salem (O.) High School, is worthy of attention.

Most teachers experience a difficulty in teaching "long division." This difficulty can be much lessened by commencing with divisors consisting of several digits, care being taken that the two *left hand* places be 1 and 0, respectively. As an illustration, let the divisor be 10,276 and the dividend 78,654,379.

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10276) 78654379 (7653
       71932
       -----
        67223
        61656
        -----
         55677
         51380
         -----
          32979
          30828
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           2151
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By the use of this method the following advantages are to be observed:

First. The pupil will have no difficulty in determining the successive figures in the quotient.

Second. He is required to dwell long enough on each step of the operation to made a durable impression, and hence he will acquire the routine much sooner.

Third. The large divisors give him an excellent practice in multiplication and subtraction.

When the pupil has become familiar with the steps of the operation, the left hand digits should be judiciously increased, so that he may gradually meet with the difficulty of finding the figures of the quotient by trial.

I think if the teachers will try this method, they will be pleased with the result.—*Ed. Notes and Queries.*

THE surest way to secure order in school is to teach the children that they should abstain from whispering, making noise, passing notes, etc., not because these things are wrong in themselves, but because they hinder the work of the school, attract attention, take up time, and prevent study. In other words, to teach the child to detect something in the act beyond the thing itself—to see its end.

THE SCHOOL TRUSTEE.

BY A. D. MAYO.

IN the "good old times," the "School Committee Men" was the parson—and if the town was big enough to starve more than one "minister of the gospel," they were all included in the office. Perhaps, one modest layman was chosen to look on and wonder how those godly men could work together so good-naturedly in the schoolhouse in this world, while they never expected to speak to each other in the world to come. But little children, from the days of the Good Shepherd down, have had a wonderful knack of drawing irreconcilables together; and on examination day, with the mighty pile of logs blazing in the great fireplace, the crowd of smiling papas and wondering mammas on hand, and the little ones in their best frocks and roundabouts, no theology was stiff enough to separate the good pastors who beamed from the master's platform—and the time will come when America will rise up and do justice to the clergy of the old days for their service in the common school. Twice has that school saved us—in the war of the Revolution and in the greater war of Emancipation; for in both these decisive days of American nationality, the patriotism of the people was gauged by the size of the schoolhouse and the quality of the instruction and discipline found therein. And the clergy of the country did more than all other professions to give character and efficiency to that original common school.

Of course, in the complex civilization of the present, the Christian minister, who was once the American man-of-all-work, has retired to his professional sphere, and the increasing duties of public life are divided among all classes of citizens. Still, however, in the vast majority of the country towns and small villages of the United States, the clergy are laden with this public duty of overlooking the schools, and still perform an immense amount of labor for which their only compensation is in the form of drafts upon the treasury we read of "on the other side of Jordan." And, though it is the fashion now-a-days to assail the American common school as a sectarian machine for the oppression of men's souls, we incline to think that the annals of the world will fail to show a body of public men less perverted by sectarian bigotry and more consecrated to the loftiest patriotism in public capacity than the clergy of the United States in their dealings with this institution. They have labored to make it the people's nursery of public virtue, and sad will be the day when, in obedience to any new-fangled "secular" crotchet, the American common school ceases to be the seminary of national morals and national character.

Meanwhile, in the swift growth of American civilization, the school house has sprung up, numerous as the grass blades, from sea to sea, and "all sorts and conditions of men," and some women, have been elected to serve their country as school trustees. When the novelist of the common school is born, among the tragic phases of teacher-life in his romance, will mingle the comedy, if not the broad farce, of the manifold phenomena of trusteeship in country and city. He will "sketch in" the man who gets on the school committee in the country to make a school ma'am of his daughter or his wife's sister, who now can hardly be said to "pay for her keeping" at home. Then will come in the village politician, who "runs the machine," reckless of grammar, and oblivious of the spelling book, to the end that the building of the new school house shall go into fit hands.

The Board of Education in the great city, chosen by the vote of the "free and independent electors" of the several wards, will open up a rich field for characterization. Up there sits enthroned the ponderous President; from his throne, looking over into land of promise in the Common Council, for which his present elevation is a convenient stepping stone; steered by the devoted clerk, the only man who knows the tangled ropes in the tempest-tossed school craft. Yonder, puffing "his long nine," looms up Mr. Jimmy O'Brien, member from the bloody 16th. Jimmy is an occasional attendant on these proceedings, though a minute man when a contract is to be put through, or a big fight for a new principal is on the tapis. Here swells Mr. Adolphus Lager *generalissimo* of the Teutonic cohort, and rival of our friend Jimmy.

Surely never did the potentates of the old world glare at each other with more portentous orbs than do these leaders of Hibernia and Germania from their official chairs. Adolphus has somewhat the advantage; for, though now compelled to hide his light under the cloud of smoke that envelopes the "Green Tree" saloon, in bygone days of rebellion he enjoyed the honor of being dusted out of a German university by the big official broom that sweeps all revolutionary litter across the Atlantic to our "land of the free." He looks in upon the school board with magnificent condescension to revise the whole system of American common school instruction, with suggestions at a radical change in the constitution of American society. As a preliminary, he proposes to train up a generation of "Cosmopolitan" citizens in the use of that *patois*, intelligible only to the member from Teutonia, evolved by stirring the various qualities of provincial German and broken English vigorously together for ten years in the school room. If the great masters of European Pedegogics could listen to his masterly and mystical exposition of educational philosophy, they would abdicate and leave the culture of the new age to Adolphus alone. General Adolphus on his high Teutonic horse, and Jimmy O'Brien, liberally charged with bad whiskey, on a field night, constitute an educational tableau that may well challenge the pencil of a Hogarth or the pen of a Dickens.

Then, there is the fussy trustee, who is impressed with the notion that his particular finger must be thrust into every educational pie, down to the smallest tart nibbled by the tiniest infant on his way to the primary; and the economical trustee, who is always studying the profound problem of political economy; on how slender rations gentlemen and ladies of culture and character can hold together long enough to impart the smallest modicum of knowledge to Young America; and the "secular" brother who is fearfully exercised lest some gleam of the golden rule and the ten commandments should flash across the severely intellectual training of little Tom and Sally. He proposes to call in the respective parsons of T. and S. to decide the delicate question whether Tom shall be censured for smashing Sally's slate; and Sally desciplined for calling Tom "a hateful old thing." It may disturb the corns of somebody's "conscience" if the school ma'am launches out on the misty ocean of morals in the Five Points, or honesty in Congress. And yonder is the book agent, elected by the big publishing house, and, by accident, of course, appointed chairman of the "Committee on Text Books;" and the first friend of the school furniture manufactory, and the representative of the coal trade, and so on. It would be instructive to get at the "inner consciousness" of this dignified body and learn how many of its members were sent there to legislate for the best education of the city they represent.

Nothing more forcibly illustrates the knack of our people at governing themselves than the fact that the American common school in our cities has not only survived "the School Board," but actually made prodigious strides in advance during the last twenty years. Here, as in all our popular legislative bodies a little knot of obstinately able, enlightened and honest men is the fulcrum over which the better people of the community pry things up into shape when there is danger of a general falling through into chaos. But if the people knew the imminent danger to our whole school system from the reckless or stolid way in which they vote incompetents and quacks, and thieves into these Boards, they would be amazed that a benevolent Providence has so long saved them from the just punishment of their criminal stupidity.

The system of managing the city common school by boards of education, whose members are nominated in the ward party caucus, and voted in blindly, is simply a temptation of Providence, and if persisted in, will bring us into difficulties more grave than we have yet encountered.

In some way, possibly not yet discovered, but certainly discoverable by an intelligent and right-minded people, the common school in our cities and large villages must be placed under the guidance of a committee of men and women, selected for their capacity, patriotism and purity. Of such a committee, the first essential is permanency. It is frivolous to expect an intelligent and well meaning man, in one year or two, to compass the wants of an interest so peculiar as public education. Nowhere is heedless experiment and sudden change so dangerous as in the world of childhood; and many a town has wrecked the educational prospects of a generation by rash and ignorant changes in its school administration. This committee should be selected to represent all varieties of culture and executive talent essential to success in a system of public schools. A permanent place should be held by experienced teachers. Even better, perhaps, are men and women who have succeeded eminently as instructors of the young, but are now in other professions; for they are far enough beyond the narrowness of professional prejudice to use their experience to good effect. Indispensable to the committee is a group of men of solid business capacity;—a good lawyer, better yet, if a lawyer with ample experience in public affairs;—somebody whose social standing gives him an outlook over all classes of society;—the more the safer, of this class of men whose roundabout sense and wide information in practical affairs will be a check on the fury of pedagogical zeal and the fancies of theoretical "educators." And if in this circle can sit a few large minded, sweet souled, motherly women, to remind these men that little children have bodies and souls as well as minds; among them a lady teacher or two, to represent the great multitude of girl teachers, who are often driven to their exhausting toils by a merciless energy, and sacrificed to that demon of public stinginess baptized "economy," the committee will be complete.

Even thus constituted, the school committee cannot wholly supply the place of an enlightened public interest. The common school is valuable just in proportion, as the best and wisest people keep their eye on it, visit it, study its tendencies and results, and keep it under the fire of a just and enlightened criticism. There is no security for success in any institution of a popular government without the "eternal vigilance" of the class which is competent to form an estimate of it. That class is the minority in every community; but it is everywhere large enough, if concentrated and properly handled, to defend the common school against its enemies and its unwise friends, and assure to the Republic that educational discipline of its children in knowledge and character which will save it in any impending revolution in the threatening days to come.

BLACKBOARDS.

I have often painted my own blackboards. Now don't hold up your hands in "holy horror." I do not consider it the least bit beneath the dignity of any true teacher to *paint blackboards.* Trustees are, as a general thing, averse to making repairs, and it is often more work to get them to do a thing than it is to do it yourself. For the benefit of those who are not *fastidious*, I will give my method of painting blackboards.

Purchase a pint of shellac, and mix in lamp-black until it is of the consistency of cream. Then don an apron and an old pair of gloves and go to work. Spread the paint on as quickly as possible, as it soon dries, and if not put on rapidly will be apt to look streaked. It will harden in a day fit for use, and gives your board a smooth, hard surface. Of course, painting blackboards is not quite so nice work of fingering the piano-forte, but then "school-marms" ought not to be too particular. For my part, I am willing to do anything in reason for the good of my school.

I taught school not long since in a district where it seemed impossible to get the Agent interested enough even to provide a brush to clean the blackboard after I had painted it. I was told that the former teacher allowed the children to use there hands and handkerchiefs for that purpose. I went to work and manufactured an article which, when done, I was quite proud of. I covered a flat piece of wood with cloth, and stuffed it with cottonwool. The children declared that it "worked splendid." I afterwards improved it by covering it with sheep-skin.—*E. H. Morton.*

TEACHING MUSIC.

Now, as to what can be done with classes, I will, without argument, present a practical application in part of what I desire to have general, and let this instance be my plea. Some few years since my own mother thought something could be done in the way of teaching children to sing by note, and to sing independently. So she invited about 40 of the village children to meet her every Saturday afternoon for an hour. They came, and she began at the foundation. By the aid of a blackboard she took the class through the primary steps of a musical education. In a very few weeks they were able to take up such simple tunes as Boylston and Naomi. Their joy at being able to sing even these tunes, at sight, was unbounded. They became very enthusiastic, and Saturday playtime was gladly given up for music. In the course of one summer she led this class so far that they could take up readily common psalm-tunes, singing them by note, getting the names of the notes, the time, and the tune correctly. The *pons asinorum* of vocal music is the interval. When one can recognize and strike any interval all else comes easily.

SILENT INFLUENCES.

We do not always understand how powerful these are. When some incident occurs to remind us of it, or some noticeable illustration of it is given in our experience, we are startled for the moment into surprise and awe. Our ordinary life seems wonderful and fearful; it becomes invested upon the instant with an immeasurable responsibility.

A parent lets fall a remark before a thoughtful and sensitive child which arrests his attention; it may have been merely the tone in which it was uttered, or the peculiar collection of its words, or some equally insignificant circumstance connected with it which makes him notice it, and the parent has no idea that he has noticed it; he hardly thinks of it, indeed, again, but loses it soon in the instant rush and press of life; but it sticks for some reason in the child's thoughts, and will not out; and years after it is freshly remembered. A whole system of action and belief has sometimes been drawn out of such a remark, and the destiny has been shaped by it.

A man of cultivation and social attractions, especially if he hold some position of influence and distinction as a journalist, a statesman, a professional man, is often little aware (because he has forgotten the days of his boyhood) how wide and permanent are the influences he leaves upon the society he passes through. What he says may not be remembered, but what he is, will be; many think of him with pleasure, and with a secret wish to know and be guided by him, of whom he does not think at the time.

Teaching is helping to learn; it is never hearing recitations, that is, re-citations, or the citing back to present memory something already learned. If the lesson is learned, you can only ask it recited, called up once more. Some of the best teachers tend to defect in hearing recitations, using too much time in teaching; but those who only hear recitations never teach. Be not an Egyptian task-master, asking bricks for which you have not furnished the straw. "There can be claimed of the pupil only what has been put within his reach."

EDUCATION OF THE FIRESIDE.

The domestic fireside is a seminary of infinite importance. It is important, because it is universal, and because the education it bestows—being woven in the woof of childhood—gives form and color to the whole texture of life. There are few who can receive the honors of a college, but all are graduates of the heart. The learning of the university may fade from recollection; its classic lore may moulder in the hall of memory, but the simple lessons of home, enameled upon the heart of childhood, defy the rust of years, and outlive the more mature but less vivid pictures of after days. So deep, so lasting are the impressions of early life, that you often see a man in the imbecility of age holding fresh in his recollection the events of childhood, while all the wide space between that and the present hour is a forgotten waste.

Correspondence.

Owl's Nest, *March* 1, 1875.

Mr. Editor,—I had no sooner got hold of the last Journal than I saw that you had printed that long dialogue of Smike's, which I sent you. I thought Smike would be pleased to see it, so I took it round to the old rat-holed castle, and climbed up to Smike's den.

At the first glance, his face widened and shortened, but as he read on it narrowed and longened.

"What is it, Smike?" said I.

"What is it?" said Smike. "It is just this. Here are more than twenty blunders that I have found only so far. That confounded printer has made this up or set it up in such shape that no man would father it, provided he could find a literary foundling asylum with a basket hung out. The child looks so much like me that it is no use to try to charge it upon the other man, and that puts a fellow in a queer fix."

"But Smike," said I, as he pointed out to me some very plain errors, "are you sure these errors are not in the MSS.?"

"I am so sure of it," said he, "that I should like to go down to 89 Liberty street with a raw-hide and look over that MSS. with the printer, with the understanding, that if the blunders arise from his carelessness I should raw-hide him, but if from mine then he should raw-hide me; for it is plain that one of us needs it. Moreover, didn't you tell me that he promised to send me the proof?"

"Well, yes, he said so, I think; and, according to your story, you've got something like it in your hand now."

"I believe you," said Smike, "but he sent it to everybody else at the same time."

"But," said I, "I didn't hear him promise that he would not do so."

"I took that for granted," said Smike.

"Smike," said I, "to take things for granted is the most ticklish business a man can go into. The most solemn piece of advice I know of is done up in these five words *Never take things for granted.* And if a man does not come exactly up to the mark as you think, you must keep in mind that the water-pipes are frozen up all over the city. That's reason enough for a hitch in almost anything; so you may as well pass it over and send the Journal something more."

"So I will," said Smike, "I'll send him a budget of False Syntax."

I don't know that Smike meant anything when he decided so promptly that False Syntax would be the thing, but there was a look upon his face that seemed to say "I've hit it this time."

By the way, Mr. Editor, I think it may be as well to print everything of Smike's very much as he writes it, except in cases of evident blunders. Smike is of that make up that he prefers his own quirks to another man's rule-and-square finish.

As another by-the-way, Mr. Editor, I hope you will not put "*To the Editors of the N. Y. School Journal,*" at the beginning of my letters. It seems to me as much out of place as a man in livery driving a donkey cart. Yours, JOHN W. SAXON.

FALSE SYNTAX.

BY CHARLES AUGUSTUS SMIKE.

I have no doubt but what he hoped to have done it, but C and D thinks different. (Four errors.)

It is his talents and not his money that attracts notice, though his money, as well as his talents, are worth having. Neither E nor F think otherwise, but neither E or you was certain which of the two were of the most value. (Eight errors.)

A and B has said that virtue was its own reward; but Henry no less than the boys, were expecting them to have said that vice was its own punishment. If I was to say what my sentiments is, or had I wrote them to you, you would be surprised. (Eight errors.)

Neither of the three men have done their duty, and from hence peace and hope does not show itself in their faces. Near to them stands their children, whom they know wishes to speak to them. To get the praise of their parents were the object of these boys. (Eleven or more errors.)

Brown, as well as Jones, were praised for their success in their undertakings. To undertake and to succeed is a very different thing. Whether or no an undertaking will prove a success, neither you or I are able to tell. (Nine errors.)

I will go to-morrow, unless it rains; but me being young, I feel a doubt coming over my mind, but, between you and I, two others of the party is as bad off as me. (Six or seven errors.)

They only have I chose to go with me to Brown's, the tailor's, he who keeps a shop at the corner of Prince and Centre streets, where they cross one another. Neither Prince or Centre are wide streets. (Ten errors.)

We fear lest a storm detained him, for we cannot deny but he intended to have been here. Whether or no, we will see him to-morrow, I cannot tell nothing about it. Have John or you any news from him? (Seven errors.)

A post well drove into the ground, will hold a elephant and prevents him doing mischief.

Each day and each hour bring their duties with them, from hence it appears that if time or opportunity are once lost, they come not back.

The first and third horses which was bought at Smith's, the joiner's, makes a good span. The first of the two is a species of a horse not common. Either of them are worth $200. The darkest horse is a better trotter than a runner. He has trotted 10 mile an hour last week. John and James knows what a good horse he is.

To lie or stealing are great faults. To take from another that for which you give them no equivalent, is no other but stealing, even if it be done by law.

These kind of cattle belong to Brown, the drover's herd. I thought it was them as soon as I seen them.

Between you and I, there is many points in common, and unless he discovers them, we will have to point them out.

Thomaston, Maine.

I am still in the "Old Pine Tree State," having little to do except to ride about the country and enjoy myself in the open air. In most of the towns of the coast counties, the schools are having vacation of two and three weeks, and in many districts and villages, for want of funds, they are having no school at all, which seems a great pity. In ten districts that I have visited, I found eight newly appointed teachers, some having never taught before. The teachers are usually hired by the term of ten or twelve weeks, or as long as the funds hold out. Then pull up stakes, and, with carpet-bag in hand, seek fresh fields and pastures new. Many of the let loose students of Colby University are, at the present time, scouring the country in search for winter employment in the schools. *Parsimony is not economy.* The people of the State of Maine are behind the age in educational matters.

Before leaving Hallowell I visited a certain church on the Sabbath, and there I found the pulpit graced by a lady named Miss Lorenza Haynes; she being the appointed pastor in charge; looking at her, you saw a delicate, *spirituelle* person, and fancied that she was hardly capable of the duties and responsibilities of the office. But in listening a few moments your opinion is soon changed. She preached the Thanksgiving sermon, and I doubt not, that it was the most sensible and practical one preached in the village that day. It was on the origin of Thanksgiving.

The sermon throughout, was one of thrilling pathos, eminent good sense, sparkling with wit and wisdom, spirited fluency of speech, grace of diction, fresh and pure!

"How swift the golden moments fled within that holy place,
How brightly beamed the light of Heaven, from ev'ry happy face."

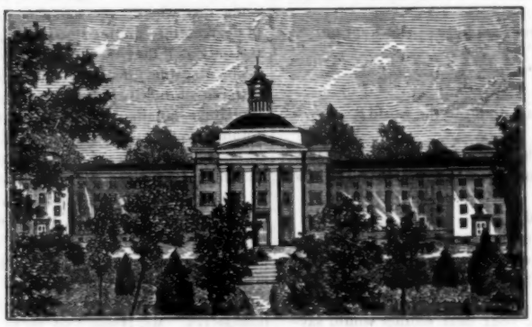
The preacher told me afterward that she had been a school teacher for many years in the State of Massachusetts, and had changed her position for the pulpit, because she thought that preaching was the highest style of teaching.

During a visit to a school in Knox County, I beheld a mode of enforcing discipline much in vogue at the present time. The teacher was a young man about 18 years old. He was a novice at the business, having taught only three weeks, and was engaged for the term of 12.

I sat down to watch the exercises at the invitation of my young friend. The grammar class was up reciting, and a young lady was giving the definition of a transitive verb, when suddenly the teacher left his post and rushed down the aisle; when slap! bang! bang!—Brown's Grammar in the clutch of the teacher was belaboring fiercely the unfortunate head of a little boy eight years old. All eyes were directed to the victim instantly; back marched the man to his post again. In a moment he was at it once more, only this time, it was a larger one catching it more soundly, and harder then ever. Four times, the operation of whacking and bullying those pupils was performed. No doubt those devoted heads ached hard, and those ears tingled with a music not of the softest kind for a long time afterward.

Oh pshaw! what kind of teaching is that, thought I, and what a bad use the fellow makes of Brown's grammer, I have known school children to be injured for life, simply by being banged about the head, by brutal and enraged pedagogues. Shame! upon the man who dares to lift his hand, and violates the laws of his better nature by inflicting cruel blows upon those, who ought to be the tenderest objects of his care, his kindness and solicitude.

J. Oakley.



THE UNIVERSITY OF LEWISBURGH.
(View of the College and Academy from the east.)

Collegiate Department.

WILLIAM L. STONE, Editor.

All communications designed for this department of the paper must be addressed as above.

SKETCH OF THE UNIVERSITY OF LEWISBURGH.

BY PROFESSOR GEORGE R. BLISS.

THE history of this University will not now require so much space as after it has lived a century, or even fifty years. It has, in fact, stood not twenty-five years. Good men had, it is true, as early as 1845, begun to ponder seriously the desirableness and necessity of establishing in the vicinity an institution of learning sufficient to give their sons and daughters a more complete education for the duties and enjoyments of life. These men were Baptists of the Northumberland Association, and their aim scarcely went higher, at first perhaps, than to found an Academy of the first class, within their own bounds, under the religious auspices of their own denomination. The fact that the greater number of them lived in or near Lewisburgh naturally determined that this should be the seat of their school. Their names deserve to be had in perpetual and reverent remembrance by us who share in the fruits of their liberality and their toils; but, as we have not space now to give them adequate mention, and as our purpose is rather to sketch the internal development of the institution, we must leave them for the present to such notice as has already been given of them to the public.

The full breadth of the institution was probably due in a great measure to the influence of Prof. Stephen W. Taylor (afterwards LL. D.), who, having then lately left Hamilton, N. Y., was enlisted by Rev. Eugenio Kincaid, Rev. J. E. Bradley, and the others here engaged in this project, and who thenceforth had a principal part in maturing the incipient design. It was resolved to found a university, meaning by that term a college, with room for subsequent schools of law and divinity as they should be called for, a preparatory department, and a female seminary. It is an instructive contrast "'twixt now and then," to recall that one hundred thousand dollars was regarded as an indispensable, indeed, but adequate basis for such a structure! For this a subscription was set on foot, and in less time than would have then been thought possible, through difficulties of which, although many shared in them, none but the Rev. Doctors Kincaid and Shadrach can ever fully tell the tale, was carried through to the desired consummation.

Meanwhile a school had been commenced in the fall of 1846. Prof. S. W. Taylor was the principal instructor, and had for assistants, I. N. Loomis, A. M., and his own son, Alfred Taylor, A. M.—both graduates of the Hamilton Literary and Theological Institute, now Madison University. The place where instruction was given was the basement rooms of the Baptist Church, now demolished to the outward view and gone from the face of the earth, but sure to reappear on the mental retina of many, once students there, now scattered and way-worn over the face of the earth, as often as "fond memory brings the light of other years around" them. Studies were successfully carried on there, from those of the primary grade, up through an academic course, and on through the sophomore stage of a college curriculum.

During the year 1848 the academy building was nearly completed, on the hill south of the village of Lewisburgh, amid a beautiful grove on a considerable tract of ground which had been purchased by the trustees. At their meeting in January, 1849, the endowment subscription of one hundred thousand dollars being reported complete, the trustees saw the way clear for the election of two new professors, and for the commencement of the main college building. Rev. G. W. Anderson, A. M., editor of the *Christian Chronicle*, Philadelphia, was accordingly chosen Professor of the Latin language and literature, and Rev. George R. Bliss, of New Brunswick, Professor of Greek. These also had both graduated at Hamilton, so that it may well appear as if the institution, with all its valuable additions by subsequent ingrafting and inoculation, had been primarily the shoot on Pennsylvania soil, of a seed wafted from that mother tree.

Professor Bliss commenced labor there with the opening of the summer term in the following May, when the school was transferred to the academy building just finished. Prof. Anderson came the next fall. The university might be said now at last to have a home; and a very pleasant home it was, in the academy then new and clean, and with its beautiful prospects abroad on every hand. They were a little straitened for room, it is true, until the west wing of the college was completed, but this only made them the more sociable and family-like, where boys and girls studied all in a common room—the higher classes in the chapel, occupying the entire third story of the house—with Principal Taylor and one or more of the professors always present through the day. Excellent work was done at studying in those days, partly, there is no doubt, from the fact that both sexes shared in the same recitations. This practice continued until the establishment of a separate school for the young ladies in the fall of 1852; and some of these, who, during that interval, continued their studies well into the college course, clearly indicated a capacity, with like opportunity, to proceed *pari passu* in the studies of young gentlemen to a still further extent.

By the beginning of the year 1850-51, the west wing of the university edifice was completed. From that time college students were accommodated with study-rooms and dormitories, convenient, healthful, and unsurpassed in pleasantness by those of any similar institution. They continued, as from the first, to board at various approved houses through the community. The new building having for several years an end wall *blank*, where the main building was to be joined on, gave an excellent opportunity for playing "barn-ball" in the rude period before our "national game" had been invented. The retired situation with no window to watch it, perhaps offered some temptation to neglect the rule about study hours; but as there was a single door, from the lower hall opening through that wall, it happened that if one of the "Dons" ever *did* show his face there, at an unlucky moment, the surprise was inevitable and complete.

Professor Taylor resigned his chair of mathematics and natural philosophy in the spring of 1851, but continued in charge until the close of the year, and presided at the first commencement. The exercises of that much expected occasion were held in the chapel of the academy, on the 20th of August, when a class of seven were graduated, and the interest naturally felt anywhere, in such an event, was heightened by the entire novelty of the proceedings in this part of the State. The Hon. James Buchanan, of Lancaster, was present as Curator, and his participation in the services was then thought by many to lend dignity and impressiveness to the scene.

Professor Taylor entertained the trustees, curators, faculty, and other guests at a commencement dinner at Kline's Hotel (now the Riviere House), and then in a short and feeling farewell speech closed his visible connection with the university. He returned to Hamilton, as President of Madison University, in which position he died, after a lingering and painful illness, borne with Christian patience and cheerfulness, while as yet old age had scarcely come upon him—about the year 1856.

Space will not allow me to speak as I would like to do of his character in general, and his influence on the destiny of this university. That may be the theme of another hour. He is the only one hitherto connected with the faculty who has passed away, and even this brief sketch will allow a word more concerning him. Without him, it is almost certain that the university would never have existed, and existing in an essential measure by him, his agency in drawing the charter of incorporation, in moulding the character of the first students, and in determining the views and customs of the Board of Trustees, will more or less modify its work throughout all time. Well for us that that agency was not only earnest, benevolent, laborious and pious, but also in the main judicious and beneficial.

Already before the first commencement, Rev. Howard Malcom, D. D., of Philadelphia, had been chosen President of the University, and Charles S. James, A. M., of Philadelphia, Professor of Mathematics and Natural Philosophy. Mr. Alfred Taylor was also chosen Professor of Belles-Lettres. With this increase of teaching force, they began the year '51 and '52. Professor James had graduated at Brown University, and Dr. Malcom (an alumnus of Princeton), besides much acquaintance with various institutions, and wide observation of the world, had been for several years President of Georgetown College, Kentucky. The Hamiltonian element in the origin was, therefore, now well secured against a one-sided development, and they gained a great addition of educational experience and capacity.

The course of things rapidly settled into substantially its present channels. The female seminary appears in the catalogue of 1852–3 as a separate school, under the care of Miss H. S. Scribner, as principal. They occupied for several years the property known as the Buffalo House, until their present edifice was erected in 1858. The separation between the collegiate and academic departments was now distinctly marked, although college classes continued to meet for daily prayers and all other common services, in the chapel of the academy, and to attend recitations in that building. The main building and east wing (as well as the female institute) were completed in 1858, so that Commencement Hall was occupied at commencement that summer.

Meanwhile Rev. J. R. Loomis, Ph. D. (now the President), had been appointed Professor of the Natural Sciences, and brought a great accession to the strength in the fall of '53. Professor Anderson had previously, for a time, performed the duties of that professorship so far as possible while continuing to have charge in any degree of the Latin. With great zeal and industry he devoted himself to supply the deficiency which had been experienced. It was through his care and exertion while on a visit to Paris, partly on this account, and at his own expense, that the cabinet of specimens in the natural sciences was mainly secured—the pecuniary cost being largely or altogether furnished, I believe, by the liberality of President Malcom. Professor Anderson resigned at the close of '54, after five years of faithful and efficient devotion to the university, during a period when the labors of a competent man contributed most to shape its course for all after time.

In 1855, a Theological Department, under the care of Rev. T. F. Curtis, was established on the plan, at first, of having their studies in divinity begin with the senior year in college, and then go on (mingling the two lines a second year also) for three years.

I have now taken as much space as is reasonable for this sketch; and having brought the narrative to where university affairs had assumed nearly their present routine, I must close with a few dates merely. Some of these, indeed, relate to events of as much importance as most of what has been already spoken of, and may well claim separate attention at a convenient time. But they are already more familiarly known. The life of the institution, from the period which I have reached, declares itself in existing phenomena, and the recent traditions which probably come to every one.

President Malcom resigned his office in 1857, and was succeeded by the present worthy Praeses at the beginning of 1858–9. During the intervening year Professor Bliss was acting President. Commencement, at the time of Dr. Malcom's resignation was, as in some previous instances, held in the grove, in front of the building, and was a very interesting occasion.

With the new administration began the occupation of the main building for all purposes of chapel exercises, recitations, society meetings, library, cabinet, etc., greatly to the increase of our comfort; and for the last eleven years, collegians have known nothing of the old interior of the academy, which was what their predecessors had chiefly known as the visible university. Recitations, which had for some years been grouped together in the forenoon of each day, were now again distributed as at present.

Rev. F. W. Tustin was appointed tutor in '58 Adjunct-Professor of Languages the following year, and Professor of Chemistry and Natural Sciences in 1860.

The great service of President Loomis in securing the addition to one hundred thousand dollars to the university funds in 1865 must be passed over.

Professor Curtis resigned the charge of the Theological Department in '65, and the following fall it was reorganized under the care of Professor Bliss; Rev. Lemuel Moss being called as Professor of Theology, and Rev. Lucius E. Smith as Professor of Sacred Rhetoric and Pastoral Theology, but also to participate in the work of the collegiate department. The discontinuance of the Theological Department, in favor of the Crozier Theological Seminary, too soon terminated the labors, here, of the two last-named gentlemen—too soon, considering the room that they have still for so competent and acceptable laborers in our great work.

But the chair of rhetoric is again filled, now by the Rev. Robert Lowry, who, having migrated among the pioneer pupils from the "old basement" to the new academy and the new east wing, has as nearly a life-long interest in the university as any man can have had hitherto.

The Cherrywood Clock.

BY CHARLES CHAMBERLAIN, JR.

With a cherrywood case,
And a jolly, round face,
Standing just in the niche in the wall,
Ticking all night and day,
In the steadiest way,
Is an old-fashioned clock in the hall.

There's a spot on the face,
And there's many a trace
Of a scratch or a scar on the wood;
And the hands, made of brass,
With an odd shadow pass
O'er a dial, that ages had stood.

Yet the old clock is ticking,
The second-hand picking
Its way round to the "60" so sure;
And it strikes with a ring,
Like an animate thing,
All the while looking old and demure.

Ah! that cherrywood clock,
Standing grim as a rock,
Looking down on the folks of to-day,
Could tell tales of its own,
In its own solemn tone,
Of the past, in its old-fashioned way!

It has ticked slow and strong,
In its monotone song,
When the house was all quiet and still;
It has spoken as loud,
Almost joyous and proud,
When the blast without whistled so shrill.

It has ticked with the bell,
That a wedding would tell;
It has ticked, keeping time with the song;
It has ticked at the birth
Of a soul brought to Earth,
To battle and grow with the strong.

It has ticked through the night,
When the small shaded light
Saw the weary, fond watchers above,
With the breath dying fast,
Ere the life-lease was past,
Of a parent or child whom they love.

It has ticked to the tread
As they carried the dead
Thro' the old-fashioned hallway and door,
And it ticked right along,
Just as steady and strong,
When the funeral service was o'er.

'Tis an honest old hand,
With a dingy brass band,
Tracing round the old dial each day.
But it seems to foretell,
With a mystical spell,
How swiftly our lives pass away.

'Tis an heirloom at best,
Looking odd with the rest
Of the modern apparel and ware;
With its wandering gaze
At the present odd ways
Of the new generation and fare.

There's a problem to solve,
As the hands slow revolve,
Whether mod'rn folks, manners and all.
Are as true and as good
As the old folks so rude,
Whose hands placed the clock in the hall.

A WOMAN'S WORK.

WHEN I first came to New York, at the age of twelve years to seek my fortune, I can call myself a precocious chap without danger of being accused of an unusual degree of self-appreciation. I was quick to learn everything, the bad as well as the good. My employer used profane language. I picked up the oaths he dropped with a naturalness that surprised even myself. The boys in the office all chewed tobacco. This was a little the hardest job I ever attempted, but after two weeks of nausea and indescribable stomach-wrenchings, I came off victorious, and could get away with my paper a day with the best of them.

One afternoon I was sent with a note from my employer to a house in the upper part of the city. I hadn't anything to read, but I had plenty of tobacco, and with that I proposed to entertain myself during the two or three hours I must spend in the passage. For some distance I did not notice who were beside me, but by-and-by a lady said very softly and pleasantly: "Would you please, little boy, be more careful? I am going to a party this afternoon, and I should hate to have my dress spoiled."

I looked into her face. It was the sweetest face I ever saw. Pale, earnest, and loving; to my boyish heart it was the countenance of an angel.

There was very little that I could say. I managed to dispose of the tobacco, however, and wiped my mouth very carefully, all of which I felt certain she saw and mentally commented upon.

"Have you a mother, little boy?" she next asked in the same tone.

"No, ma'am," I answered, and I felt my throat filling up, and I knew I must swallow mighty fast to keep from sobbing.

"You have a father, then, I suppose?" she kept on.

"No, ma'am, no father."

"Brothers and sisters?"

"Neither, ma'am."

"Then the little boy is all alone in the world?"

"Alone, ma'am."

"How long has his mother been dead?" and the dear woman looked away from my face, and waited till I could speak.

"Two years," I answered.

"And you loved her?" came next.

"Dearly,' was all I could say.

She was silent a moment, and then said so sweetly—oh, I shall never forget it:

"And what do you think your dear mother would say—how do you think she would feel—to know that her little boy was guilty of such a disgusting habit as this?" pointing to my cheek, where the tell-tale quid had vainly strived to stand its ground. "I must leave now," she continued; "but here is my card, and if you come to me 'most any evening I shall be glad to see you, and perhaps we can be of service to each other."

She gave me her little gloved hand, and to my dying day I shall never forget the sensation of that moment. I could not bear to part with her; without her I felt that I could do nothing; with her I could grow to a man's estate—a man in the true sense of the word. From that moment tobacco never passed by lips.

As soon as I could summon courage I called upon that lady. Well do I remember how my heart beat as I waited in the elegant parlor for her to come down; and how awkward I felt as I followed my guide to her private sitting-room. Here she got at every point of my life, and before I bade her good-bye it was arranged that I should spend two evenings of each week at her house, and study on these occasions just what she thought best. No lover ever looked forward to meeting with the mistress of his heart any more ardently than I did to these meetings with my friend.

I grew careful of my personal appearance, careful of my conversation, and strove in every way to be worthy of this noble friendship. Two years passed in this delightful manner—two years that made me. My friend not only attended to my studies, striving also all the while to sow the right kind of spiritual seed, but she procured me a situation with a particular friend of hers, where I remain to this day. Nobody but God knows what I owe this woman. During the last three months of those two years I noticed that she grew constantly pale and thin; she never was betrayed into speaking of herself. Sometimes when I would ask her if she felt worse than usual, she would reply:

"Oh, no! I am only a little tired—that is all."

One evening she kept me by her sofa much longer than was her custom, while she arranged lessons and laid out work enough, it seemed to me, for months.

"Why so much to-night?" I inquired, conscious that my heart ached, and vaguely suspecting the cause.

"Because, dear," she answered, "I do not want you to come for the next week, and I am anxious that you should have sufficient work to anticipate, as well as to keep you busy. I think I can trust you to be a good boy, John?"

"I think you can, ma'am," I answered, almost sobbing.

"If I should see your mother, my boy, before long, what shall I say to her for you?"

Then I knew all, and my grief knew no bounds. It is no use to go on. She died two days after; and when I hear folks saying, "There's a woman at the bottom of it," I feel like telling the whole world what a woman did for me.—*Amer. Citizen.*

HOME, THE SPIRITUALIST.

WE had been invited for a "cup of tea" about nine o'clock. Long before we had finished sipping the delicious concoction we heard knockings in various parts of the rooms, which increased in number, and constantly changed position. It was very curious to the writer that the knocks varied so in sound. Over in the wall one heard a heavy, decisive rap, as if it were the hand of a powerful man; on one's own chair, perhaps, it was a gentle, quiet rap; and on the table one heard with perfect distinctness wee, little knockings as if with the nails of the tiniest child's hand.

There was a woolen cover on the table, on which stood two candles; everything else had been removed, with the exception of some paper and a pencil, for the emergency of the alphabet being called for.

We all laid our hands on the table, though Mr. Home said this was done, not in order to concentrate power for the manifestation, but simply had become usage, because it demonstrated that the sounds and motions were not produced by the hands of those assisting. The first manifestations were in the table, as they seem always to be. It tipped this way and that, as if under magnetic influence, the strangest thing being that when it was balanced on one foot at an angle of 45 degrees the candles stood their ground at that inclination as firmly as if they rested on *terra firma*.

The first time the table undertook this *tour de force* the writer involuntarily put out her hand to catch the candles, but Mr. Home laughed and said we should not be nervous; nothing ever moved; and sure enough, the paper and pencil lay as quietly on the cloth as if nothing ever fell when it had the opportunity. Mr. Home begged those who wished it, to take a candle and, placing ourselves on the floor, examine carefully the table, to be morally certain that its movements were not the results of any collusion. This we did to our own satisfaction, receiving at the same time a manifestation which created great merriment—perhaps as much called forth by our astonished faces as by the sounds themselves. Mr. Home told us to call for any number of raps we wished, and every time they were given with droll promptness and emphasis, in the wood itself.—*The Galaxy.*

YOUR SUBSTITUTES.

REV. JOHN HALL, D.D.

YOU owe the teachers *competent payment*. If they are in the public schools, do not "cut them down." Let retrenchment begin anywhere else than with their salaries. There is no economy in "cheap" teachers. Policy of this kind drives the best educators from the field that suits them, and where they can do the most good. Let your children's teachers feel that they are appreciated, and adequately supported; nor let there be wanting those little gifts, "attentions," that bind men together by their hearts.

Imagine Mr. Johnston, whose son has just "gone into the store," calling on his teacher with a really good book—not bought for its binding—and a little speech like this: "Mr. Williams, my son is leaving you and going to business. I know you have done your best for him, and I am grateful to you; and I thought you would accept this work, as a little token of our feeling about it." Don't you think Mr. Williams would feel a lump coming into his throat, and a little moisture in his eye? for be sure of this, teachers are men and women like the rest of us—and better than many of us—and would he not, forgetting the peccadilloes of the boy, feel kindly for the young man, and go to his own duties with a new conviction that he is not dealing with brains only, but also with consciences and affections? Try it, Mr. Johnston.

He who writes "knows the heart of" a teacher, and blesses the memory of teachers; but over and above any private and personal feeling, every thoughtful man must see how directly the principle of these paragraphs affects the usefulness of our noble educational machinery, and so the best interests of the country.—*Ledger.*

THE TWO NEWSBOYS.

"SAY, Charlie, how much money have you made to-day?"

"Twenty-five cents."

"Golly, is that so? Don't tell your mother how much you have made; keep part of it yourself."

The little fellow straightened up, and with great earnestness exclaimed:

"*Do you think I would tell my mother a lie?*"

Turning to the little fellow with an approving smile, I said: "That is right, my boy, always tell the truth."

Noble little fellow! if he abides by that principle of truth he may rise from his humble position to one of usefulness and honor.

Honest boys make honest men, and honest men make happy homes, good citizens, fair dealers, true Christians, and just legislators; while dishonesty fills the land with sufferings and wickedness, and peoples jails and prisons with both young and old. Could granite walls and iron bars speak to us, they would tell us the sad fate of thousands who began their downward career by deceiving and lying. This is a wicked and perverse generation, and honest men are hard to find. Children, if you wish to shun the downward road to ruin; if you wish to be successful and respected; if you wish to make glad the hearts of your parents; and above all, you wish to please your heavenly Father, tell the truth, for "Lying lips are abomination to the Lord; but they that deal in truth are His delight."—*Watchman and Reflector.*

PARENTS oppose spending money for good teachers or for supplying teachers with useful apparatus. They do not manifest as much interest in caring for the health and improvement of their children while in school as in looking after their live stock. They should visit the schools, assist the teachers in understanding the peculiarities of the children, should help the teacher, instead of finding fault, which is generally the only recognition and attention the the school receives.

STATE NORMAL SCHOOL, MANSFIELD, PA.

We give a cut in the present issue of the State Normal School at Mansfield, Tioga County, Pa. This popular and flourishing school was founded in 1855. Three months after the opening of the school the building was entirely destroyed by fire—no insurance.

There were but few people settled in Mansfield at that time, and they were poor, yet filled with the spirit of enterprize. A new building must be erected. This they decided upon. It must be erected without money. This was a necessity, because of money they had none. Here was a problem which required a solution.

A meeting was called. Men, women and children subscribed to erect a new building. The amount of individual subscriptions varied from twenty-five cents to one hundred dollars. Not a dollar was subscribed in money. One subscribed one dollar in work, another five dollars in lumber, another eight dollars in brick, another six dollars in teaming, and so of the others. Thus work on a new building was commenced, and when the third story was built not a dollar had been received or paid for anything. One noble-hearted negro subscribed fifty dollars, and paid it by carrying brick for the masons who had also subscribed labor. The building was at last, amid untold struggle, completed. It is of brick, 150 feet in length by fifty feet in width. The main building is five and the wings four stories high. The cost of the building and grounds is about $36,000.

To meet the demand for more ample accommodation to satisfy the wants of the school and by the liberality of the State, the trustees have been enabled to erect another larger buildlng which is also of brick. The cost of this building and grounds is about $50,000.

The course of study is specially adopted to prepare the teachers for their work, while, at the same time, it is so arranged as to present those subjects which will systematically develop all the intellectual powers. Great attention is paid to the moral and social culture of the pupils. Thus they are prepared in mind and heart to work and live.

This institution is markedly characterized by two things :—

1. The absence of disorderly and disorganizing scrapes for which students are, perhaps, with some injustice, noted. This pleasant condition of discipline has been secured in two ways.

a. The students are treated as ladies and gentlemen.

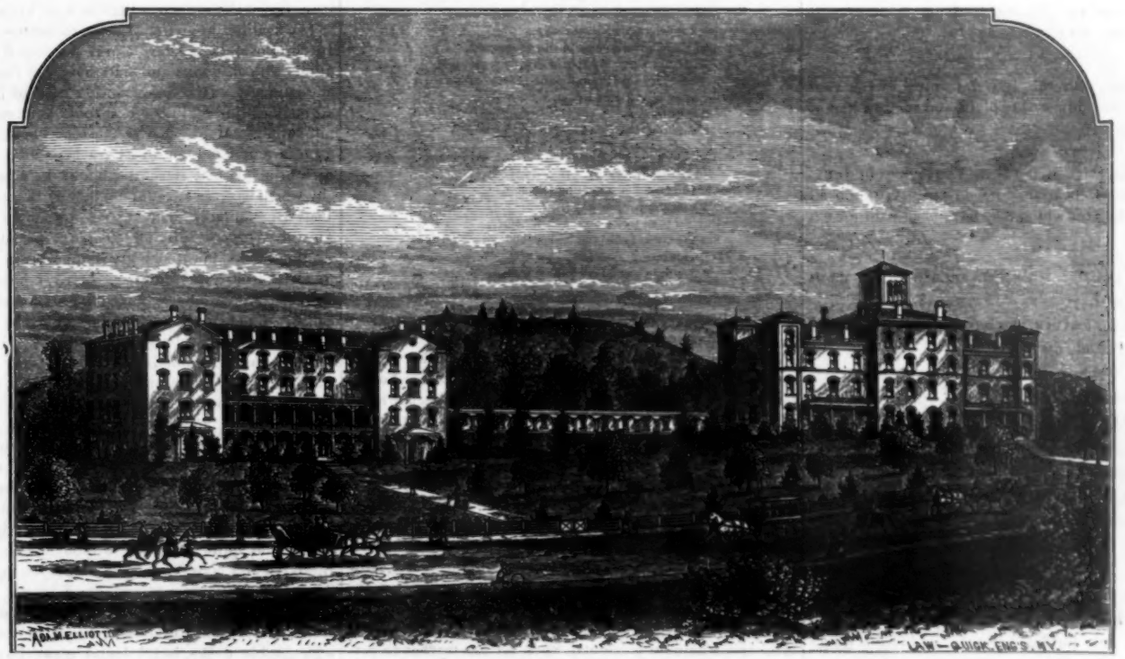
b. The boarding hall is so arranged that students are grouped in families. This grouping is made with distinct reference to the cultivation of social habits and the rules and usages of good society. Thus many rude and unrefined habits are corrected.

2. The expenses are less, probably, than in any similar institution in the State.

No institution founded by the sweat of the people can fail to be a blessing, and this has done a great work for the cause of education in the State in which it is located, and its influence is widening and deepening from year to year.

The present principal, Rev. J. N. Fradenburgh, A. M., Ph. D., was for several yesrs a popular instructor in New York. He ranks as an indefatigable teacher, a deep thinker, an eloquent preacher, a popular lecturer, and an enthusiastic philologist. Hosts of friends have been gained to the institution by his untiring labors.

We close this brief sketch of this important school by referring to the fine mineralogical and geological cabinet which has lately added to the facilities of the institution. This cabinet consists of several thousand specimens from every part of the world, and is pronounced to be one of the best in the State.



STATE NORMAL SCHOOL, MANSFIELD, PA.

DECAY OF SPAIN.

Agriculture, commerce, and manufactures are regarded as the only true sources of national wealth; and a wise government encourages them. But in Spain for nearly a century manufactures were completely suspended, and commerce and agriculture very feebly carried on, although possessing agricultural advantages rarely equalled, Spain was long compelled to pay to foreigners $20,000,000 a year for grain. This was largely due to a series of laws enacted by her own government against the enclosure of fields. At a later day Phillip II. had the incredible folly to pass a law punishing with 14 years' exile the peasant who made bread of his own grain, or sold it in the public market.

Spanish manufactures, especially that of the celebrated Toledo steel, had during the 15th century a high reputation throughout Europe. For a century after the discovery of America her commerce flourished, the Spanish marine holding the carrying trade of Europe. Yet, notwithstanding the wealth gained by these pursuits, the false notions of honor that prevaded all classes made the Spaniards too ready to acquiesce in the royal enactments in discouragement of trade. For Phillip II., who, it is said, wished none of his Spanish subjects to be like the rebellious merchants and mechanics of the Netherlands, did his utmost to destroy trade. Taxes so exhorbitant were laid upon articles manufactured that producers of certain wares found it cheaper to be idle than to work. While legislation was making them unprofitable, mercantile and mechanical pursuits came to be regarded as disgraceful; and a common maxim was "Nobility is killed by commerce." Every Spaniard wished to become noble, or to be thought noble; and there was, indeed, great inducement to gain in some way a title, for the aristocracy, like the priesthood, could not be taxed. The only employment considered worthy of a Spaniard was to enter the army or the domestic service of some noble family.

The natural result was that most of the lucrative occupations fell into the hands of foreigners, chiefly Jews, who came from other parts of Europe to work for the Spaniards, and sent or carried their earnings out of a country whose government and people alike treated the working classes as Pariahs. Thus for generations Spain continusd to spend everything and earn nothing; and when we consider the immense sums squandered in her incessant wars it is not strange that even the treasures of Mexico and Peru poured through the Spanish coffers like water through the vessels of the Danaides, Thousands emigrated to America because they could not live in Spain, many entered monasteries in order to obtain subsistence. During the century between the reigns of Phillip II. and Charles II. the population was diminished from 9,000,000 to 6,000,000. Hundreds of ruined and deserted villages were seen in her best provinces. The very bonds of society seemed at times on the point of desolution, and men feared lest the Moors should return from exile to claim their own again. To such a state had continued misgovernment reduced a country whose boast once was, "When Spain moves the whole world trembles."

VICTORIA'S PRIVATE CHARACTER.

Those who have seen Queen Victoria of late years have beheld a very plain lady, with a very red face—that heavy face of the Georges—and a short, dumpy figure. Her only beauty is a very small, exquisite white hand. It is a peculiarity of her family. Her uncles had it eminently. Her manners are very dignified, and even give her height. She wears her great rank worthily in this respect, knowing, to the last shadow of a shade, just how much affability to show.

The rumored disaffection of the Queen with the Prince of Wales was probably true. She, however, melted toward him, mother-like, during his illness, and watched by him and prayed for him tenderly. She dislikes his lady friends —those fast women of England who have brought him into disrepute. Her court has ever been one of the severest morality, until the Prince began his flirtations. The very popular and good little Princess of Wales is an immense favorite, and often, it is said, intercedes for her naughty spouse with the Queen, which is certainly very pretty and noble of her to do.

The Queen, as an authoress, has not added much to the literary reputation of her family. Perhaps some sponging censor went over the books and wiped out all individuality. She never says a clever thing, if we may judge of her by her books, but they speak loudly for her heart. They are pure and sweet pictures of domestic happiness, love of nature, and soft and womanly affection. One lady of high rank in England told me that the Queen always bowed and kissed her hand to her children. She is remarkably fond of children, and takes considerable notice of them.

Among her accomplishments, she numbers the possession of five languages, all of which she speaks fluently, except Latin; the faculty of painting well in water colors, and some cleverness at modeling in clay. She has acquired some knowledge of Indian dialects, finding it necessary from her possessions in conquered India. Her reading is vast and various, as we learn by her books and by her occasional letters to the authors. Yet, with all this culture, she cannot be called an intellectual woman; she has no genius, unless it be for affairs. Probably, in a less exalted station, she would have been a very good and frugal housekeeper. She has certainly kept her large and varied household in good order so far.—*Appleton's Journal.*

New York School Journal

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IF any fail to get the JOURNAL, please notify us at once by postal card.

We mail it so that every teacher in this city should have it by two o'clock on Friday.

COMMISSIONER KLAMROTH has published his speech on the "German Question" in a neat eight-page pamphlet. He presents his arguments why the German language should be a regular study with force and distinctness. All who desire to understand the question well should read what Mr. Klamroth has to say. We quote the following: "What would be the result?"

"The greater part of these German children, and I dare say the better class of them, would at once withdraw from our public schools and join those 11,000 now instructed in parochial or other denominational and priuate schools—What is the further consequence? Simply this, that multitudes of children will thus be educated in the interest of ecclesiastical denominations, will receive a very imperfect English education, will grow up on American soil utterly alienated from the vast majority of their future fellow-countrymen, foreign in speech and feeling to the people they belong to, in one word: not a homogeneous, but a heterogeneous part of the American nation."

We call attention to the advertisements headed To PRINCIPALS, and To TEACHERS. They will both bear investigation.

NORMAL COLLEGE.

AT a meeting of the Associate Alumnæ, held Jan. 23d, 1875, the president, Miss Conant presided.

The society proceeded to elect officers for the ensuing two years. Miss Jennie B. Merrill was elected president; Mary A. Patterson, vice-president; Lucia B. Tunis, recording secretary; Sarah E Wiley, corresponding secretary; Kate Thompson, treasurer. The following members were then elected to represent the several classes in the executive committee: Miss A. Requa, for '70; Mrs. Rush, for '71; Mrs. Williams for '72; Miss C. Jackson, for '73; Miss A. Sawyer, for '74. It was moved, seconded and carried, that the executive committee be empowered to choose a subject for discussion at the next meeting.

At the meeting held Feb. 27th, 1875, Miss J. Merrill presided. It was decided that the meetings be held on the last Saturday of each month, excepting the months December, June, July and August.

Mrs. B. Edge gave an account of Pompeii and Herculaneum. Remarks were made by Miss Tower, Mrs. Edge and President Hunter, on suitable subjects for discussion, and it was decided to arrange to have a variety of literary exercises.

LUCIA B. TUNIS,
Recording Secretary.

NEW YORK CITY NOTES.

THE George T. Trimble Association in San Francisco, numbering about 40 members, sat down to a dinner the same night that the parent society held its annual re-union here, as mentioned in last week's JOURNAL. We think, however, the "flow of soul" was not synchronous—because of the latitude. Principal Wright had probably finished his song before "the brethren" in S. F. had begun upon the *salade de crevettes*, and *poulet marengo*, which their bill says were provided. C. A. Stivers, M.D., is president there.

WE learn that Mr. B. D. L. Southerland will deliver an address at the St. John's Methodist Church, in Williamsburg. We predict an interesting occasion.

Something has Faded.

Something has gone from my life, something
That brightened all the way,
And there's not a voice in the greenwood,
That can make my spirits gay;
For on every side the tall June grass
Whispering softly as I pass,
Seems to say—
Something has faded to-day!

And I find myself a-listening
In the twilight grey,
For the sound of a nearing footstep,
Along the garden way;
But my path looks darker than before,
For the cricket chirping beside the door
Seems to say—
Something has faded to-day

NEW YORK, *March 5th*, 1875. J. M. S.

The teacher ought to be a constant reader of the best papers and periodicals of the day. He must read that he may learn, as he has to learn that he may teach. For no teacher can even hope to be successful who does not teach things not found within the sacred lids of the text books with which his school may be blessed or cursed. No school can fail to die an untimely death if its teacher fails to be continually introducing some new, attractive and really valuable features. The teacher is the life of the school; if he be dead, the death of the school is as sure as taxes. The disciplining of mind is the great thing in training one's intellect, and the question with the teachers should be not, How much have I acquired? but, How can I be most strengthened in imparting this knowledge to others? To attain the highest proficiency in the science and art of education there is no small amount of mental work for the teacher to perform.

DEATH OF OLIVER O'DONNELL.

WE are pained to record the death of Oliver O'Donnell, principal for 16 years of Grammar School No. 1 in Vandewater street in this city. He was born in Utica in 1829, but has resided here since he was 10 years of age. His education was received at the Albany Academy when directed by Dr. Beck and Prof. Henry. His sickness was doubtless occasioned by the malaria in Harlem, where he resided, and has been marked by great pain and suffering. He was a man of high moral character, possessing a genial disposition, and strong desires for usefulness; beloved by his associates, honored by his pupils. He has long been ready to go hence and waited but for the summons. He was the son of parents remarkable for intellectual attainments. Dr. O'Donnell was formerly a member of the Board of Education.

WHAT OUR READERS SAY.

I HAVE taken the JOURNAL from the first number. Always esteemed it a good paper. But since the first of January, it has improved to such an extent that I scarcely recognize my old friend. I do not see how any teacher in the two cities can afford to be without it. I always find in it something to give me a better and more hopeful view of my profession. There is not a week that I do not get more than $2.50's worth of strength out of it.

A BROOKLYN PRINCIPAL.

BROOKLYN.

THE regular monthly entertainment of the Grammar Department of P. S. No. 9, was held, Friday March 5th, in their School Building, Butler street, corner of Vanderbilt ave.; the school rooms were filled at an early hour by the pupils and their friends, the exercises commencing shortly after one o'clock. There was an excellent programme, consisting of songs, recitations and instrumental music, closing with a brief addess by the principal, Mr. A. S. Wiggins.

GRAMMAR SCHOOL, No. 11.—A month ago, a Literary Society, was organized in this school, consisting of the boys of this academic class. This society, assisted by the girls of the same class, propose to give an entertainment on Thursday, March 25th. The entertainment is to take place before the school, and is to consist of readings, recitations and music.

PUBLIC SCHOOL No. 10.—MRS. E. A. SCOTT, PRINCIPAL.—The long looked for annual examination took place Feb. 19th, by the Superintendent, Mr. Buckley. The average number of promotions was 90 per cent. of girls and 80 per cent. of boys.

This school still retains the old method of dividing its departments, they are as follows: Grammar, girls; Grammar, boys; and the Primary is mixed classes. The school is noted for its order; the girls sing finely.

WHAT SUPERINTENDENT PICKARD SAYS.

IN New York each grammar teacher is expected to care for thirty-five pupils and each primary teacher for fifty pupils. Demand for accommodations in excess of supply here, varied the average a little in New York.

The facilities in matter of helps to the teacher are abundant in Boston and New York, the latter city supplying pupils with all books and stationery, the former furnishing all stationery, extra slates, and in case of indigent pupils, all books required, in some schools amounting to nearly a full supply. Maps, charts, reference books, mathematical forms are at hand for every teacher's use. In New York each principal may select the books he wishes to use from any which have been adopted by the Board of Education. The list embraces many books upon the same topics. This gives opportunity for change especially desirable in reading books, but it also gives opportunity for occasional (?) visits from representatives of rival publishing houses. Printed prohibitions of such visits I found posted in the hallway of the Brooklyn schools. (A straw, etc).

As to any light, capacious school rooms, I found nothing equal to the accommodations of Chicago. We lack, it is true, the large seldom-used hall of Boston, the large room in New York for the gathering of pupils a few minutes of each morning, and partially used when the school is crowded—and the convertible glass-partitioned rooms of Brooklyn; but we build for the comfort and health of pupils. In Boston single desks are furnished to pupils and generally capacious school rooms, but in New York the class-rooms are very small with little light from ventilation, and quite generally without desks. My visit to Brooklyn and New York gave me ample understanding of the severe criticisms passed upon school houses by the association organized with reference to public health, in session recently in Brooklyn. Some rooms are furnished with double desks, but I found many pupils, thirteen to fifteen years of age, sitting upon benches without desks. The rule is the long bench with as many pupils as can be seated upon it; the exception is the double desk and chairs. The school building of New York and Brooklyn covers the whole lot except small areas poorly lighted. A school room with but one window, and that shaded by a high wall upon an adjacent lot, is not at all uncommon. In dark days gas must be lighted, and the consumption of pure air is much more rapid than any possible supply. My recollections of the atmosphere of some such rooms are not at all pleasant. The facts stated above are sufficient ground for the pale faces which both teachers and pupils wore, so much in contrast with the ruddy faces of Chicago pupils. —*Chicago Teacher.*

JERSEY CITY.

EUGENE F. MURPHY. Feb. 21, at twenty minutes past eight, Eugene F. Murphy, principal of Public School No. 8, breathed his last. Mr. Murphy was born in County Kerry, Ireland, forty-eight years ago. He graduated from the University of Paris, and came to this country in the year 1855. For three years after, he was the principal teacher in Payne's Classical and Commercial College in New York, leaving the position to accept of a tutorship at the Military Academy at West Point. Three years later he came to Hudson county, and was immediately appointed principal of School No. 3 in old Hudson City. That was fourteen years ago. He was an excellent teacher, a true friend, a good neighbor, a kind and affectionate father and husband.

PATERSON, N. J.—Sarah Duly, aged nine years and only three feet four inches high, is in class A, Primary Department School No. 3, Patterson, N. J. She has not failed in a lesson this term, or been absent a single recitation. The vice-principal of this Department is Eunice Mann. [Take care of her health.—ED.]

They have also another noteworthy scholar. Ida A. Cortelyon, who excells in elocution. She is considered as a fine scholar. The principal is Mr. Samuel B. Brands.

LETTERS from every part of the country testify daily that our papers are recognized as among the most potent (educational) forces in promoting the interest of schools, public and private. *Journal*, $2.50 per year.

Answers to Correspondents.

[WE cannot promise to reply at once to inquiries made of us.]

H. W., WORCESTER, MASS., and M. S. C., Columbus, O. Please tell us what minerals you send out for $5. We gave last week the names of those found in the first box.

R. D. L.—"What is Ozone and what is its use?" The best authorities say that it is a modified form of oxygen, exactly how the oxygen is changed is not clearly understood. It is made by putting one glass tube within another; the latter to be coated on the inside with tin-foil; the former on the outside with the same; then pass a current of oxygen gas between the tubes, when the tin-foil is connected with an electrical apparatus. It is used in this city to cure catarrh and said to be effective.

R. E. E.—Will you please tell a reader of the JOURNAL, who is a school boy, whether you advise him to study Latin and Greek when he intends finally to go into business. My father and mother want me to, real bad, but I don't want to at all, as I see no good in it." We certainly agree with your parents. You cannot see the advantage it will be to you, and must take the advice of those who are older. It does not make any difference what business you go into, you will be better fitted for it by exercising your brains on the languages you mention.

A TEACHER.—"What book shall I get to help me in composition and rhetoric—that is for self-improvement? I never had any opportunity at school and find myself quite unable to express my thoughts in good language." There are several books that will help you, but we would on the whole, recommend "Parker's Aid to Composition." It is a plain, unpretending book. You ought to have the help of some one who is able to criticise your work and who can give you progressive instruction. Such a person may be found, perhaps, near you. Your minister will be a good person to consult with.

MARTHA, Brooklyn.—"I find I have an intense dislike for some of my pupils, and I cannot overcome it although I have tried to. Some scholars are perfectly hateful—they always speak or act disrespectfully or imprudently to me. Now do you think I do wrong to continue to teach when I feel this dislike?" It is impossible, but that a teacher will receive unkindness in return for his kindness in many cases. We think, however, that a spirit of Christian forbearance should be cultivated by you, which, although difficult, will be found to yield delightful fruits. You will gradually find yourself feeling pity rather than anger and contempt.

ROBERT B., Fort Wayne.—"I wish to find a situation in the New York city schools, and would like to ask you if there is any special difficulty in obtaining a place, and also the mode of procedure." We have received a good many letters in substance like the above, and wish frankly to dissuade any one from coming here with a view of getting immediately $3,000 per year. Fit yourself to take charge of the best school in your town, attend the institutes, write for educational journals, study up the subject of education, and we guarantee you will obtain a good place.

J. J. S.—"I felt it to be my duty to do something for myself and others, and therefore went into the school-room. There has been no school here since the war, but I am determined to build up one. I want to know what to do to get a better situation. Have a wife and one child. I will appreciate anything you may say." We advise, first of all that you should do a good work right where you are; fit yourself to teach the common branches of study *well*. Attend the teacher's institutes, and make acquaintances. Study up some subjects as history or science, and give a lecture in your town—it will improve you. Give some entertainments at your school (fair or exhibition), and buy an organ or piano, &c. The question of *better pay* will come along. Your acquaintances will bring that. *But don't delay to act.*

MONROE COUNTY TEACHERS' ASSOCIATION.

THE teachers of Monroe county held a meeting at the court house, in Rochester, January 15 and 16. There was a very large attendance both Friday and Saturday. The meeting being called to order, Com. McMaster, of Rochester, delivered an address of welcome. He said the assertion that education lies at the basis of all our prosperity, is a truth, the force of which was never so strongly felt as now. Teachers are the real and active forces in educational work. Our State needs farmers, mechanics, citizens, and it was necessary to inquire: How shall we better meet these demands? These questions met them as teachers, and they were questions vital to the State.

This address was followed by an address by the president, Ara Wilkinson, of Mumford. He stated that in all professions they have their associations; but in no pursuit was it as necessary as in teaching. He warned the teachers against getting into ruts, and said: "In some localities they thought that 'everybody' could teach, and this was the reason why so many districts changed teachers so often, which was one of the worst things for school progress. We should teach less algebra, grammar and geography from books to our younger pupils, and spend the time studying about plants, animals, rocks and soils." He claimed there was a demand for successful teachers, and if teachers would make themselves more worthy, more efficient, they would not complain of low salaries, or for want of appreciation.

DAVOS, Switzerland,
Hotel Sechoff.

Have you received my last letter? Since that date the doctor has sent me up here 5,000 feet above the sea. There are about 500 "cure-guests," as we are called here—all to get rid of some affection of the throat and lungs. This place lies among the glaciers, and our promenades are over a quantity of snow fully 10 feet deep. This is the highest region for vegetation; 100 feet above our hotel nothing more grows. Here the air is pure and dry, and the climate or temperature, in spite of the enormous quantity of snow, is mild and agreeable. Wind, we perceive none, as we are all surrounded by mountain peaks. The temperature by night is about six degrees below zero, and during the day we have in the sun from 30 to 70 degrees above zero. Everybody sits in the fresh air in the snow several hours daily. This great change of the temperature comes from the air being so light and pure; in spite of the cold one does not feel it. People promenade without overcoats, and when the sun shines everybody wears a large straw hat. People that came here two months ago nearly dead of coughing are to-day well-looking and jovial. It costs me here twice as much as it did in the Catskill Mountains. H. K.

CURIOSITIES OF LANGUAGE.

THE Hindoos are said to have no word for "friend." The Italians have no equivalent for our "humility." The Russian dictionary gives a word, the definition of which is, "not to have enough buttons on your footman's waistcoat;" a second means to "kill over again;" a third to "earn by dancing." The Germans call a thimble a "finger-hat," which it certainly is; and a grasshopper a "hay-horse." A glove with them is a "hand-shoe," showing that they wore shoes before gloves. The French, strange to say, have no verb "to stand," nor can a Frenchman speak of "kicking" any one. The nearest approach he, in his politeness, makes to it, is to threaten to "give a blow with his foot," the same thing, probably, to the recipient in either case, but it seems to want the directness, the energy of our "kick." The terms "up stairs" and "down stairs" are also unknown in French.

RELATED TO THE JUDGE.

JUDGE B——, late one of the judges of the Eighth District of the State of New York, was a most amiable man, whose honor was unsullied, and who hated a mean action as every such character must. At the Genesee Circuit he was hearing an action in which one of the parties happened to be a namesake of his. During the trial, the party, having an opportunity, and thinking probably to gain some advantage by it, approached the judge and said:

"We are of the same name, judge. I've been making inquiries, and find we are some relation to each other."

"Ah!" said the judge, "is that so? Are you sure of it?"

"Oh yes," said he, "no doubt of it."

"Well," said the judge, "I'm very glad to hear that—*very glad indeed.* I shall get rid of your case; I shall dismiss it, because I cannot sit in a suit where I am related to one of the parties."

This was a little more than the party had bargained for, and he began at once to paddle off. After a few inquiries as to the judge's ancestry, and their residence, etc.

"I think, judge," said he, "I was mistaken. We are of different families, and not at all related."

"Ah!" said the judge, "is that so?"

"Oh, yes," said he, "there is no mistake about it."

"Well," replied the judge, in a very emphatic tone, "I'm glad to learn that—very glad. I should hate awfully to be related to a man mean enough to attempt to influence a court as you have!"—*Bench and Bar.*

SOME time ago W. W. Corcoran of Washington, offered to Columbia University an estate valued at $250,000 as an endowment fund, on condition that other friends of the institution would raise within a certain period an additional sum of $100,000. The Executive Committee of the University now announces that the requisite amount has been subscribed in Maryland, the Middle and New England States, and in the district.

Bright Hours are Beaming.

BY WM. OLAND BOURNE.

TUNE—*Autumn.*

BRIGHT the happy hours are beaming
On our childhood, free from care,
And the joys of life are streaming
In the sunlight sweet and fair;
Let us quaff the waters flowing
From the fountain's crystal brim,
Sparkling in the golden sunshine,
While we sing the joyous hymn.

Dear companions! let us cherish
Radiant thoughts of childhood hours,
Blissful thoughts that ne'er may perish,
Hovering in affection's bowers.
Dews of heaven upon us falling,
Gem-like gather on our way;
Love, and hope, and virtue calling,
Bid us seek the purer ray.

Soon the fleeting time will bear us,
Onward to the coming years,
Then may grace and virtue spare us
Gloom, and doubt, and falling tears;
And though life may part our footprints,
In the paths of earth and time,
May they meet at sinless fountains
Built in heaven's unshadowed clime.

Weeping Willow.

Green grows the weeping willow,
And floats upon the breeze;
Green grows the weeping willow,
Until its branches freeze.

And then 'tis bare and haughty
And homely it is true,
And then 'tis bare and haughty,
But stands the winter through.

Then when the pleasant spring showers fall,
The grass and weeds will rear;
And when the pleasant spring showers fall,
The weeping willow leaves appear.

Green grows the weeping willow,
For the spring showers nourish it;
Green grows the weeping willow,
Which causes me to cherish it.

MORGAN T. CRAFT, (aged 11.)

OUR TELL-TALE LIPS.

I HAVE observed that lips become more or less contracted in the course of years, in proportion as they are accustomed to express good humor and generosity, or peevishness and a contracted mind. Remark the effect which a moment of ill-temper or grudgingness has upon the lips, and judge what may be expected for an habitual series of such movements. Remark the reverse and make a similiar judgment. The mouth is the frankest part of the face; it can't in the least conceal its sensations. We can neither hide ill-temper with it, nor good; we may affect what we please, but affectation will not help us. In a wrong cause it will only make our observers resent the endeavor to impose upon them. The mouth is the seat of one class of emotions, as the eyes are of another; or, rather it expresses the same emotions, but in greater detail, and with a more irrepressible tendency to be in motion. It is the region of smiles and dimples, and of a trembling tenderness; of a sharp sorrow, or a full breathing joy, of candor, of reserve, of anxious care, or liberal sympathy. The mouth, out of its many sensibilities, may be fancied throwing up one great expression into the eye—as many lights in a city reflect a broad luster into the heavens.—*Leigh Hunt.*

TOUCHED WITH OUR INFIRMITIES.

A POOR, lone woman sat one evening thinking how sad was her condition. She was old and almost helpless with the little of this world's goods which she could call her own. "Who cares for me?" thought she.

Suddenly this verse came to her remembrance, "For we have not a high priest which cannot be touched with the feeling of our infirmities." It was like a flood of golden sunshine. Her doubts and fears were gone. What need of earthly friends to cheer and soothe her declining years? Jesus knew her every care and sorrow, and He, "the Lord of Glory," was touched with the feeling of her infirmities.

How precious the thought that we can all have such a Friend in every season of trial and distress! "I will not leave you comfortless," are the Savior's gracious words. "My peace I give unto you; not as the world giveth, give I unto you. Let not your heart be troubled, neither let it be afraid."

A BOARDING house in Greensburg advertises to furnish "gentlemen with pleasant and comfortable rooms; also one or two gentlemen with wives."

COMPULSORY EDUCATION.

RULES AND REGULATIONS FOR THE CITY OF NEW YORK.

Section 1. A complete census of all children in each ward of the city of New York, between the ages of eight and fourteen years, shall be made in duplicate as soon as the same can be done, and one thereof shall be kept by the school trustees of each ward, and the other shall be filed with the clerk of the Board of Education.

Sec. 2. Each ward shall be divided into as many districts as there shall be school-houses in the ward, and each district shall be so located that the school house therein shall be in the centre thereof, or as nearly so as practicable.

Sec. 3. From the census above directed to be made shall be made and kept in the school-house of each district, in each ward, a record, showing the name, age and residence of each child in the district between the ages of eight and fourteen, and of each child attending school in that district, who resides elsewhere, with the name and residence of the parent or guardian of the child, with a statement whether the child attends school, and, if so, the place where such child attends school.

Sec. 4. It shall be the special duty of the Agent of Truancy or other officer or agent appointed by the Board of Education for each of the eight school districts into which the city of New York was divided by statute before these rules and regulations were made, to procure the attendance of the children within their respective districts and elsewhere in the city, between the ages of eight and fourteen years, at some public school of the city of New York, and to carry out and enforce the said law of May 11, 1874, and to do so by means of argument and persuasion, and by means other than force, if the same can be done; that each of said agents of truancy shall devote his whole time to his said duties, and shall have such annual salary as shall from time to time be determined by the Board of Education.

Sec. 5. It shall be the duty of the principal of each school to keep the said register in said school, and correct the same from time to time, as children named there shall cease to attend said school, and as children not on such register shall attend said school, and otherwise as may be needed, and to use their influence to induce the children in the district around said school, between the ages of eight and fourteen years, to attend said school, to ascertain which of such children do not attend school, and to inform the Agent of Truancy of the district where any child resides of the non-attendance of any child who has been accustomed to attend or ought by law to attend school.

Sec. 6. The duties of the Superintendent of Truancy, or other officer for that purpose appointed by the Board of Education, shall be to see that said law, passed May 11, 1874, and its provisons are carried out and enforced throughout the whole city, and that the several Agents of Truancy perform the duties imposed upon them, and that actions for fines and penalties under said act are prosecuted in the manner directed by said act, and to perform all other duties enjoined on him by these regulations or that may be required of him by the Board of Education.

Sec. 7. Said Superintendent of Truancy and said Agents of Truancy shall meet twice in each week, or oftener, and transact such business in relation to their duties as may be necessary at such meetings; said Superintendent shall preside, and in his absence some Agent of Truancy shall be elected by said Agents of Truancy to act as chairman, and said Agents of Truancy shall each at such meetings, and from time to time, report to said Superintendent all matters and things done by him, or which ought to be done, or which may have come to his knowledge or otherwise relating to carrying out and enforcing the provisions of said Act of May 11, 1874, and said reports shall be kept by said Superintendent for the use of the Board of Education, and be transmitted to it or its Clerk whenever required; and it shall be the duty of said Superintendent to report to the Board of Education at each of its meetings the doings of himself and of said Agents of Truancy, and all matters which relate to the enforcement and execution of said law; and said superintendent and agents shall hold office during the pleasure of the Board of Education, and they and all their acts shall be subject to the control and direction of the said Board.

Sec. 8. The city of New York shall, for all the purposes of ascertaining and fixing the duties of the trustees of schools therein, be, and hereby is divided into twenty-four districts, corresponding exactly with the several wards of said city, and the school trustees of each ward shall be the trustees mentioned in said act of May 11, 1874; and it shall be their duty, as such trustees under said act of May 11, 1874, in the months of September and February of each year, in their respective wards, to make the examination and to do all the acts and things by the third and fifth and other sections of said act required to be done by any Trustee or Trustees of Schools, and all other lawful acts to carry out and enforce the provisions of said act.

Sec. 9. It shall be the duty of said Agents of Truancy, in their respective Districts, when they shall not be able by persuasion, argument, and other means than force, to procure the attendance at school of any child between the ages of eight and fourteen years, who under the provisions of said act ought to attend some public or private school, and who is under said act liable to arrest, to make complaint before a police justice of said city, and procure a warrant to be issued by said justice to a police officer of said city, and such child to be arrested and brought before said justice, and if found gailty of a violation of said act and liable to commitment, to be committed to Randall's Island, to be restrained and detained by the Commissioners of Charities and Corrections, and sent to school there, or, in the discretion of said justice, to be committed to the Society for the Reformation of juvenile delinquents in the city of New York on Randall's Island, and the managers thereof, to be by them restrained and detained and sent to school there, and whilst so restrained and detained in either case, said child shall be subject, as to the time and manner of such restraint and education, to the control of the Board of Education, so far as is consistent with law and the well-being of other children detained in those places respectively.

Sec. 10. Those portions of Randall's Island respectively under the control of said Commissioners of Charities and Corrections, and under the control of said Society for the Reformation of Juvenile Delinquents, and its managers, are hereby set apart and provided by the Board of Education as suitable places for the discipline, instruction, and confinement of children in said city, between the ages of eight and fourteen years, convicted of violating the provisions or said act, and whenever any child between the ages of eight and fourteen should be brought before any police justice charged with a violation of said act of May the 11th, 1874, and it shall have been ascertained and determined by such justice upon the examination of such witnesses as may be producsd before him by any party interested in the hearing, either on subpœna or otherwise, that said child is subject to arrest and commitment under the provisions of said act, and said child is convicted of a violation thereof and found to be liable to arrest and imprisonment thereunder, and shall be committed under the provisions of said act by said police justice, he or she shall be detained and restrained and sent to school at one of the places herein designated, as in the discretion of said justice shall appear most proper and suitable for said child.

Sec. 11. Each police officer in the city of New York is hereby required to aid and assist in all things, to the extent of his power and ability, in the enforcement and carrying out of all the provisions of said act of May 11, 1874, and of the aforesaid rules and regulations.

CLOTHING.

THE *Christian Intelligencer* has these sensible words on a vital question—that of vanity and extravagance in dress:

Shall we mend the matter? What shall be done in the matter of extravagant dress at our girls' schools is a practical question, worthy of thoughtful consideration.

There can be little doubt that one reason why many children absent themselves from day-schools, Sunday-schools, and church, is because they cannot play the part their own or their parents' pride demands in the rivalry of dress. They cannot dress richly, and they will not be seen dressed poorly.

We know the power of fashion, but believe, also, in the power that lies in the influence of teachers and parents. Any child old enough to care for dress, is old enough to understand the essential vulgarity of over-dress. Weak parents who may suspect that their children will not shine in point of mind or manners, are very apt to seek to make them conspicuous by their wearing apparel. And thereby they do but fall into vulgar ways, ruin their own purses, and spoil their children. Fancy what a training the young miss must have had who, after hearing a most capital paper read by a former graduate of the school, a woman of high character and mind, answered the question of a companion, "Yes, it was fine. But did you ever see such a mean little trail as she wore?"

Not the least of the expenses of a girl's school-days is that which comes from the fancied necessity of keeping up to the standard of dress established and tyrannically maintained among the scholars. The poor vanity that is cultivated by mere finery, the pride that scorns a poorer, and the envy that begrudges a better dress in another, are sorry passions to waken in a young mind.

One of the serious obstacles to the enlargement of the churches in this city, is the over-dressing of those who attend. And there may needs be yet, as there have been in past days, reforms in dress carried on for the sake of religion. Thought on this matter as connected with the training of the young will certainly do no harm. We commend to all the courageous good-sense of the schools where, not long ago, the closing exercises were conducted by the young ladies dressed in simple white, unmarred by any attempted adornment of color or trinket. Very applicable to them were the following two lines of the good George Herbert:

"In dress cheap handsomenesse doth bear the bell,
Wisdome's a trimmer thing than shop e'er gave."

Intelligence Department.

MR. A. W. NORTON, of Newark (Wayne co., N. Y.) Union School, gave a very instructive address at the Teachers' Association. It was very carefully written, evincing the thorough acquaintance of the author with the duties and his appreciation of its responsibilities, and gracefully delivered. Mr. Norton is one of the most successful and popular of teachers, and his lecture on Friday night shows him to be also a careful thinker and an interesting speaker. The poem by Mrs. Roberts was well suited to the occasion and was listened to with interest. Altogether, the meeting was very profitable.

COLORADO.

There are in the County of Golden, 1,283 children between 5 and 21. There are 26 districts and good schools in each. Salary of Principals is $125 per month; lowest price is $25 per month.

M. C. K.

WISCONSIN.

THE Union Teachers' Association, for the counties of Walworth and Jefferson, held a regular session on Saturday, the 23d inst. A large number of teachers were present, among which were some of the prominent educators of the State. A lively interest manifested in the work of the association. The following resolution unanimously passed.

Resolved, that it is the sense of this association that a law should be enacted making school textbooks uniform in towns, and that said books should be school property.

The society holds regular sessions every two weeks. A. H. Porter, Palmyra President; J. M. Buell, Whitewater, Secretary.

WHITEWATER. Our schools are in a thriving condition.

We have an average attendance of about 450. No. of departments, 10, No. of teachers, 11. Written examinations monthly.

We have just received in our room Chamber's Encyclopædia, the volumes of Appleton's late edition published, also, Lippencott's Gazateer of the World. The funds for the purchase of these books were realized from an entertainment given by the school at the close of last term.

F. F. L.

MASSACHUSETTS.

STORR has succeeded in doing well in its schools this year.

THE High School has an excellent manager and teacher in the person of Mr. George H. Mellen, of Brookfield, a graduate of Amherst. He has forty-two scholars. They were out last week in Pope's big sleigh for a school ride to Westboro, and much enjoyed all but the cold weather.

MISS Sarah M. Newhall is in the Centre School. The school consists of thirty-six to forty, mostly under thirteen years of age, and they are capable of making a fine show in scholarship and manners on examination day.

THE Grove School has as teacher Miss Josie Newhall.

MISS Maria Forbush has the teaching of the West School.

OUR Lower Village School is run by Mrs. S. A. Lawrence. She is a teacher of such firmness as to put full meaning to what she says. She can tell a lazy boy to get his lesson, and he will get it; she can tell a big, swearing boy to stop his swearing, and he will stop it, at least every where about her school house; and she can get more correct answers from her class in their recitations on examination day than any other teacher ever known here.

THE exercises of the examination and graduation at the close of the forty-first semi-annual term of the State Normal School, at Salem, Mass., took place on Tuesday, Jan. 19. There were seventeen graduates: Ella J. Averell, Salem; Lizzie L. Batcheller, Lynn; Sarah A. Bond, East Boston; Carrie D. Center, Gloucester; Elizabeth C. Coburn, Lowell; Lizzie E. Farmer, Salem; Mary A. Foster, North Andover; Caroline E. Goodridge, Salem; Mary A. Haskell, Essex; Anne Groton Lauriat, Bedford; Ruth A. Mayor, Gloucester; Irene A. Milton, Lynn; Ella F. Morrison, Newburyport; Susan T. Sanborn, Salem; Mary A. Thom, Salem Depot, N. H.; Mary A. Wilcox, Reading; Jennie F. Woodbury, Peabody.

Interesting addresses were delivered by Dr. Hogan, the Principal, Rev. Dr. Miner and Rev. Philip Brooks, of the State Board, Hon. Henry L. Williams, Mayor of Salem, and Amos Merrill, a veteran school officer of Salem.

ONE Sunday, after the choir at Oberlin had sung without distinctly pronouncing the words, Pres. Finney, in his prayer, alluded to the choir as follows: "O Lord, we have sung an anthem to thy praise. Thou knowest the words, but we do not. We do pray thee that those who thus led us may open their mouths that we may know what they say, that we may join in thy praise. May they not sing to be heard of men. May they not mock Thee and offend thy people or the house of God by making a display of themselves."

Scientific.

PLUMBAGO. This substance is often improperly called black lead. Much of it is brought from Ceylon, but there is great quantities in America. The only mines worked are in Ticonderoga. Plumbago is used for pencils, but its more important use is for lubricating. When put in a fine powder, on the axles of wheels it adheres to the surface and removes the friction. An invention lately made of great value, is to drill small holes in the journal or box; and these becoming filled with graphite, prevents friction without the use of oil.

BACTERIA. In a late number of the JOURNAL it was stated that *bacteria* were believed to be a cause of diphtheria. The origin of these minute organisms is quite obscure, the best authorities are not agreed. They appear in immeasurable numbers when starch, sugar, and indeed all organic substances are moistened and exposed to the light and air. These minute living things are found in all putrifications, in all sores, small-pox, fevers, etc. They are about from one five hundreth to one ten thousandth of an inch in length; in shape, some are of the shape of a dumb-bell, others resemble threads.

PICTURE FRAMES. Nothing adds more to the furnishing of a room than pretty pictures upon the walls. They are a constant source of pleasure to every member of the family; but the expense of glass and frames is considerable, aside from the picture itself. Some very pretty frames for small engravings can be cut from pasteboard, and the burs of pine and spruce sewed neatly on to cover the paper. A few pennies will buy a glass and a few spoonfuls of copal varnish. Lay the glass on the back side, place your picture true, then glue a strip of cotton cloth across the top and bottom of the picture and glass; an inch in width is sufficient. Then take thick paper and glue over the sides of the patch-work, close to the edge of the frame; insert a ring or loop at the top, to hang it up. When properly dry, turn it over, and with a feather apply the varnish to the burs, using care not to break them. You will find you have a pretty durable frame, with but a small outlay. Larger frames can be made of wood and a thin surface of putty spread over and the burs stuck on. Acorns are very pretty when made in this way.

THE DAYS. At Hamburg the longest day has 17 hours, and the shortest seven; at Stockholm, 18½ hours, and five and a half; at St. Petersburgh, 19, and five; at Finland, 21½, and two and a half. At Wandorbus, in Norway, the day lasts from the 31st of May to the 2d of July, the sun not getting below the horizon for the whole time, but skimming along very closely to it in the north. At Spitzbergen the longest day lasts three months and a half.

AMONG the most interesting relics thus far discovered of the mysterious race of mound builders, who occupied the Mississippi valley previous to the advent of the more barbarous Indians, are numerous ornaments of mica. Like the weapons of hammered copper from Lake Superior, the shells from the Gulf of Mexico, the implements of Mexican stone and of iron ore from Missouri, these plates, of a mineral not found in the Great Valley, give a plain hint of the extensive commercial relations of these prehistoric people. The mica was evidently mined in Western North Carolina, where their long abandoned workings have lately been reopened, and made the scene of a very modern enterprise.

EVERY DAY. Do not forget that if you accomplish a little every day it amounts to a good deal in the year. If you pursue some study, or read one hour every day in the year, you will have acquired an amount of knowledge in 365 days that will surprise you.

Bear this in mind, now, early in the year, and let no excuse cause you to omit a single day.

AN UNBURIED TREASURE. Herculaneum is yielding up gradually her treasures to the labors of the explorer, and just now a valuable discovery has been made, that of a female bust, life-size, of pure silver, in admirable preservation. What is curious is, that at first it was thought to be only of bronze, of which metal so many are found at Herculaneum and Pompeii. The scoriæ charged with sulphur, with which it was surrounded, have superficially altered the precious metal of this work of art, and the sulphuret of silver which has formed on its surface gives it the appearance of a black figure of ordinary metal. It was only when it was taken to the museum that one of the keepers, struck by its color, which differed so greatly from that of the bronzes, thought of scratching the surface, when the silver reappeared in all its brilliancy. This superb work of art is the only one of its kind that has been yet discovered in the buried cities. It weighs rather more than 42 pounds.

Schools and College Directory.

ALBANY MEDICAL COLLEGE of Union University. For information address Dr. J. V. Lansing, Albany, N. Y.

BROWNE'S BUSINESS COLLEGE, and Academy of English Branches, 203 and 205 Fulton Street, Brooklyn. Established 20 years. Private Lessons in all Branches. Ladies Department separate. Practical Business Department. Students prepared for the Counting House, &c. Practical Surveying, &c.

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LADIES' AND MISSES' TOUR OF EUROPE under favorable auspices. Address for particulars, Mrs. Cook, P. O. Box 2989, New York City.

MASSACHUSETTS AGRICULTURAL COLLEGE. W. S. Clark, President, Amherst, Mass. Send for catalogue.

MRS. J. T. BENEDICT'S BOARDING & DAY SCHOOL, No. 7 East 42d St. Fall Term commenced Oct. 1. For full particulars send for Circular.

NEW YORK HOMŒPATHIC MEDICAL COLLEGE cor. 23d St. and Third Ave. Session begins Oct. 5, ending March 1. For announcements and information, address J. W. Dowling, M.D., Dean, 566 Fifth Ave.

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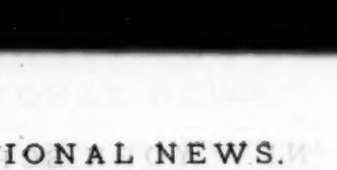
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MRS. J. T. BENEDICT'S Boarding and Day School for Young Ladies and Children is located at No. 7 East Forty-second street. The Fall Term commenced Oct. 1. For full particulars send for a circular.

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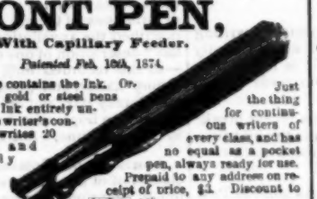
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Notes.

ELIHU BURRITT is teaching Sanscrit to a class of young ladies at his home in New Britain, Conn.

MRS. SETH KELLY, of Elmira, has given the Cook Academy, of Havana, an endowment of $1,000.

THE new chapel of Union College will probably cost $350,000. A bronze statue of Dr. Nott, which is to crown the iron dome, will cost $30,000.

THE importance of a seat of learning to a city is seen in the fact that the medical students alone of Cincinnati expend $150,000 a year there.

THE value of Amherst's College property has increased since 1861 nearly $1,000,000, and since 1865 the number of students has been nearly trebled.

THE practice of "hazing" has been put down by the strong hand of authority at West Point, and it is to be hoped that its revival will never be permitted.

AN effort will be made to begin work next month on the building for the proposed University of Arts and Trades at Toledo.

SOME of the students of eastern colleges can board themselves for 35 cents per week, but they don't feel like tearing around much.

TENNYSON is a very hard worker, but is moody and variable. He wrote "Lockesley Hall" in two days and then spent eight hours a day for six weeks in polishing it.

THERE are in Switzerland 7,000 schools, superintended by 6,600 masters and mistresses; pupils number about 400,000. The education of children is *obligatory* in all the cantons except Geneva and Uri.

AN income of twenty-five hundred dollars a year is what Marion Harland derives from her cook book, which tells the story of woman's sphere as well as her habit of writing novel and romances.

A NEW YORK company advertises a printing writing machine, for all who have to compose. It will do vastly more work and in much less time, and it is better than short hand which has to be written out afterwards for the printer.

THE Mikado unvailed his sacred face at a recent breakfast given to the foreign diplomats, which is the first time that the "Child of the Sun" has ever manifested such condescension.

JAMES ANTHONY FROUDE, it is reported, has gone to Port Elizabeth and Natal to prepare a work on the South African colonies. He will not write a line until assured there are no Father Tom Burkes around.

THERE are Free Training and Cooking Schools at No. 47 East Ninth street, New York. In the kitchens there is instruction giving in boiling meats, pie making and other arts almost unknown to the Biddy Maloneys who preside over our destinies.

EDS. OF NEW YORK SCHOOL JOURNAL:

The fact that your paper is published weekly is very important. I wish every true teacher could see it. I look forward to its visits with pleasure.

R. A. TYSON, Summerfield, Ill.

THE oldest living Yale graduate is the Rev. Thomas Williams, of Providence, R. I., who graduated in the class of 1800, and is now 95 years of age. He was formerly pastor of the Congregational Church at Foxboro, Mass., and for 11 years has been the only survivor of his class.

COMPULSORY EDUCATION IN RUSSIA.—The Minister of National Education having resolved to introduce this system into St. Petersburg, finds that, as half the children between eight and 12 years of age do not attend school, 157 schoolhouses will have to be built.

A REMARKABLE discovery has just been announced. Mr. Tiddeman writes to *Nature*, Nov. 6, 1873, that among a number of bones obtained during the exploration of the Victoria Cave, near Settle, Yorkshire, there is one which Mr. Bush has identified as *human*.

A CITIZEN of Syracuse, whose name has not been made public, has presented the University in that city with $20,000. The same gentleman will also endow a professorship in the University at some future time, when his name will be announced.

GENESEE Wesleyan Seminary has applied for relief to the Legislature. The large endowments and real estate of Genesee College, valued at $135,000, together with its apparatus, cabinets, etc., are transferred to the seminary which is thus placed on a sound financial basis. It will thus become one of the best schools in the country.

EDUCATIONAL WORK IN ROME.—Mr. Van Meter reports that, in October, the first month in his reopened school year, there were 337 scholars received and registered in his day, night, female and Sunday schools in Rome, and 498 enrolled in all the schools at Frascati, with an average attendance of 400.

IN Connecticut snd Massachusetts there are now 60 Chinese students, who are being supported and educated by their government. Their headquarters are at Hartford, and the most of them board with respectable English families, from whom they are acquiring the English language very rapidly. Thirty more will be added to this number next season.

DR. PAUL GOLDSCHMIDT, a graduate of Gottingen University in Hanover, and a pupil of Theodore Benfey and Albert Frederick Weber, the German orientalists, has been appointed by the Ceylon government to collect and edit rock inscriptions, and report upon the ruined cities of Ceylon.

THE Lady Teachers' Association, of Cincinnati, held a meeting in the normal schoolroom in January. Miss Lathrop presented the report of the Committee on the Plan of Examinations of Teachers, which gave rise to a spirited discussion which was followed by an entertaining programme of music by Miss Bauer. On the 20th of February it met again.

LORD BROUGHAM is credited with saying that a child learned more between the ages of eighteen and thirty months, in certain branches of kuowledge, than in all the rest of his life. This may be exaggeration, but it will suffice to indicate the importance of the primary department under the public educational system—in which the processes ought to 'be quite as much formative as instructive.

A FEW days ago the papers made mention of a colored lad who passed the best examination in his class, at the Minneapolis High School. We received a letter from the principal of the school, stating that, at a recent class examination where 24 pupils were examined, Edward Hillyer obtained the highest average of all. He is a quiet, obedient youth of 14 years. Though a poor boy working his way along by service in a barber's shop after school hours, he bids fair to leave behind him a splendid record in our school.

GIFTS and bequests for educational objects are becoming more numerous since George Peahody set a noble examdle. Harvard has accumulated $123,065 towards her medical school fund; Princeton College has received a second $100,000 from Mr. John C. Green, of New York; the late Samuel Stevens, of Baltimore, bequeathed $40,000 to the Boston University; Syracuse University has an unknown friend who has donated $2,000 and promises $5,000 more; and "a citizen of New York" has presented to it a $7,000 private library, purchased at Berlin.

WELL, it wasn't, after all, such an unnatural mistake for the dear young woman to make! It was in the Utica Advanced School. The happy man who guides the educational destinies of these Utica damsels had given out for a blackboard exercise: "Write the names of five bays, and describe one of them." She thought he meant boys, and so inscribed the appellations of five lucky young fellows, with the "description of one of them." "He is short of stature"—so she recorded him, "with red curly hair, large head, plump hands, and goodly-sized feet." The Bay of Fundy and Botany Bay, and other celebrated sheets of water, missed it; but we hope that boy who was described appreciated his good fortune. She had evidently been looking at him.

ADMISSION OF WOMEN.—The reception of women into the classes of of the University of Michigan continues to attract much attention. Frequent inquiries are made concerning the experiment, not only from college men and others on this side of the Atlantic, but also from Englishmen and women. An unprecedented interest is at present felt in Great Britain in the higher education of women. By one means or another women are gradually getting the benefit of the instructions of some of the leading university professors, and it is found there as here that they bear off their full share of the honors of high and strenuous intellectual work. This success has been referred to in numerous articles, which the friends of the higher education of women have published in England. It is noteworthy that some of the German universities are following the example of the schools at Zurich and Berne in admitting women to their lecture rooms.

THE property of the new Women's College in Wellesley, Mass., has been given by Mr. H. F. Durant into the hands of an able board of trustees, selected from all the evangelical churches, chiefly leading educators like Dr. Porter, of Yale College; Dr. Crosby, of the University of New York; Dr. Stone, of the Episcopal Theological School; Dr. Cummins, of the Wesleyan University; Dr. Warren, of the Boston University; Dr. Hacket, of the Rochester Theological Seminary; and Dr. Phelps, of Andover, to be used for the higher Christian education of young ladies. The two great ideas of the school are: First, the securing of the best possible mental training of the pupils in connection with the most careful attention to physical health and development, it being intended to afford a thorough and broad education, so that no longer the charge shall justly rest against a Christian community that equal opportunities are not offered to the young ladies with their brothers; second, it proposes that this careful and thorough mental development shall proceed under the most positive and constant Christian influences, the selections of members of the faculty (all of them to be ladies) already made, giving ample assurance that this vital end will be gained.

THE following letter is expressive of the ideas of Wall street:

"SIR: Yours to h'd & cont's noted. Don't want son to study str'n'my. 'Twon't pay. No ships run'g to stars, and no prospect of it. All bosh, if 'twont h'lp trade. Also stop Latin & Greek. Boy'll pick up such L't'n words as petit larceny *& delirium tremens*, &c., soon 'nough he's in Gold Bd. I'm bullish on 'rithm't'k, and T'k some stock in gr'm'r too, but I can make money 'nough without L't'n and G'k, etc. No use. I'm memb' St'k Exc'g, Chamb' Com', &c. Daboll's Arithm'tic is short of stock terms. Put boy thr'gh on margins, corn'rs Dr., Cr., ct. pr. ct., cl'r house, Railr'ds, and Go'v'ts yourself, & go short on y'r Grk and Lt', &c., &. They're best md'ise for the street—always in dem'd here, I mean Dr. & Cr. etc. When term ends, please ship boy and B'ks by N. Y. C. & H. R. R. with B, L'd'g in hat, cons'g'n to—— B'd Street. Draw sight d'ft for bill. Money easy—st'ks stiff & short int'st cov'rd. Shall I get get you long on 100 L. S. at 67? Boys tuition do for margin. Exc'nge e'sy. Yours, etc."

A LADY once asked Lord Brougham who was the best debater in the House of Lords. His Lordship modestly replied; "Lord Stanley is the *second*, madam."

A FATHER'S LETTER.

(*In Supt. Bateman's Report.*)

"I AM a farmer. My son is now eighteen years of age. He began to attend the district school at the age of six, and has attended two terms, or six months, in each year from that time until now. He is a boy of good health and of at least average mental abilities, and has never been considered less studious than his school-fellows and classmates. His teachers have been as competent as the average of those employed in country districts. His time in school has been spent exclusively upon the seven rudimentary branches taught in the common district schools—spelling, reading, writing, arithmetic, geography, grammar, and the history of the United States. He is, nevertheless, a poor speller, reader, and writer, knows little of arithmetic and grammar except the rules, and has only a smattering of geography and history. I found out these things by asking him questions and setting him to do things for me. I take an agricultural paper, and one evening I asked John (my son's name) to take pen and paper and write for me a short article for the newspaper on the culture of corn, about which I thought I had some ideas worth communicating. I sat in my easy chair and dictated what I had to say, and John wrote it down. When the article was finished I told John to put my initials to it and send it to the office of the paper. Two weeks afterward, when the paper came, I looked for my article, but found instead the following editorial notes:

"'If our correspondent "B. J. T." knew one tenth part as much about *orthography*, *punctuation*, *paragraphing*, and the use of *capital letters* as he does about "*corn culture*," his article would have been gladly inserted. His ignorance of those matters so important to editors and printers seems as remarkable as his knowledge of the subject treated of. We advise him to write again, and get some intelligent schoolboy to copy his article for him before sending to us!"

"My reflections on reading this gentle hint must be left to the imagination. Was not my John an 'intelligent school boy?' I would look further into the matter. I ask him to point out Salt Lake City on the map. He did so. By what name are the inhabits of that city known? He could not tell. Is there anything peculiar in their religious notions and social customs? Not that he knew of. How much sooner does the sun rise in Boston than in San Francisco? He did not know. Why should it rise *any* sooner? He could not say. Though only a farmer, I am fond of Shakespeare, and asked John to read me a scene from King Lear. It could not be called reading, and, in much pain, I soon desired him to stop. How many different sound are there in the word *eight? Five of course.* Did the colonies, prior to the Revolution, all have the same form of government? Yes. What was it called? Cclonial government. How many different kind of national governments have we had since the Revolution? Two, democratic and republican. 'John, said I, 'to-day I sold a load of hay weighing one thousand seven hundred and fifty pounds, and received pay for it at the rate of sixteen dollars and fifty cents per ton; how much money did I get? He took his slate and went to work, while I read a fresh copy of the *Times*. In an hour I had finished the paper, but John had not finished his sum. He said there were so many fractions in it, and he couldn't find a rule that would fit exactly. The next evening a told John that I had a little in practical farming for him to do: I rented forty acres of land to Mr. Jones, he to put it in corn and allow me one third of the crop for the use of the land. Jones raised two thousands four hundred bushels, the total cost of which when cribbed was three hundred and fifty-five dollars. What did Jones' corn cost him per bushel in the crib? what was the cost of the whole crop per acre and per bushel? and if I sell my share at fifty cents per bushel, how much shall I get per acre as rent? John labored on it all the evening, but did not get correct answers to all the questions. I then gave him all of the items of cost and profit, and desired him to open an account with that forty-acre lot in due form, and prepare a correct balance sheet of the same. He did not know what I meant.

"Finding that my poor boy had very little to show for his twelve years of delving in the seven elementary common school branches; that he was a poor reader and worse writer and speller; that he knew nothing of punctuation, and could not with the matter furnished him prepare a few pages of manuscript well enough to save them from the editor's waste-basket; that his stock of history and geography was meagre in the extreme; while his knowledge of arithmetic, beyond the verbiage of the text book, was unequal to simple ordinary business transactions connected with his father's farm—I thought that perhaps he had made up in general knowledge what he lacked in these respects, and continued my inquires accordingly. But I found that he knew nothing."

Mr. Wm. L. Stone the author of the "History of New York City," and other works has just completed a new subscription book entitled "REMINISCENSES OF SARATOGA."

It embraces not only well authenticated and fresh Indian and Revolutionary traditions, but also sketches of eminent residents of the town, such as Chancellor Walworth, Esex Cowen (Cowen's Treatise), John Willard (Equity Jurisprudence) and Francis Wayland, complete lives of whom have never been published. The personal and professional history of these men, as well as the memories which cluster around Saratoga from the time when Sir William Johnson, Bart., was borne hither on the shoulders of his faithful Mohawks, to the present, are here presented in a graphic and accurate form.

In this book, also, will be found many various reminiscences of Washington, Hamilton, Lafayette, McDonald Clark (the Mad Poet), Cooper, Burr, Madame Jumel, Thurlow Weed, Joseph Bonaparte, Daniel Webster, Horace Greeley, Elisha Williams, John Van Buren, L. J. Papineau, the Canadian Patriot, Joseph Brant (Thayendanegea) and many others of equal note, who from time to time have been visitors at the "Springs."

List of subscribers:—Horatio Seymour, Thurlow Weed, George Bancroft, Hamilton Fish, Charles O'Conor, James T. Fields, Samuel Osgood, Manton Marble, John B. Haskin, A. Oakey Hall, Ira Harris, J. V. L. Pruyn, Marshall O. Roberts, A. A. Low, Josiah Low, L. B. Wyman, Rt. Rev. Bishop Kip, of California, John T. Hoffman, Francis Parkman, George Wm. Curtis, John K. Porter, John Hay, James Barton, Erastus Brooks, Abram Wakeman, Charles P. Kirkland, E. H. Chapin, Amasa J. Parker, H. H. Van Dyck, Robt. L. Stuart, Wilson G. Hunt, Samuel Raynor, Rt. Rev. Bishop Williams, Connecticut.

BOOKS RECEIVED.

Andrew's Latin Reader—Andrew's & Stoddard's Latin Grammar, (Crocker & Brester, Boston)—Teacher's Hand Book of Arithmetic (Taintor Brothers, New York.)

We have also received current numbers of the Wisconsin Journal of Education—Frank Leslie's Illustrated News—Michigan Teacher—Illinois Schoolmaster—Iowa School Journal—Sunday School Teacher—Home and School—Problems in School Management—Circular from Superintendent of Public Instruction of Illinois on Books for Libraries—American Journal of Education—Kindergarten Messenger—Catalogue National School of Oratory —New York State Educational Journal—Niagara Index —Reflector—New York Ledger—Educationel Journal of Virginia—The Capitol (Detroit High School)—Pacific Christian Advocate—Typographic Advertiser—Pennsylvania School Journal—Vick's Floral Guide—Lima Reader —Maryland School Journal—Hamilton College Literary Monthly and Hebrew Leader.

PIANO. Merrill, of 8 Union Square will sell or rent you an instrument to suit you in quality and price. He will make special inducements to those who wish to try on instalments.

PACKARDS BUSINESS COLLEGE is a splendid place to have a young man instructed in all business knowledge.

THE Advertising Agency of Geo. P. Rowell & Co., 41 Park Row, New York, is an institution worthy of note by advertisers. Having advertised somewhat extensively through this agency, we know it to be conducted "on the square," and confidently recommend it both to business men and the press. We frankly say this much in answer to an inquiry.—*Moore's Rural New Yorker.*

MISFIT CARPETS. Good second hand misfit carpets and oil cloths very cheap, at 112 Fulton Street (side entrance).

I HAVE sometimes thought that the most desirable way of getting a living was to keep some kind of a movable stand in a city like New York. The idleness of the rich man and the overwork of the poor man are alike unendurable. The young Italian who keeps an apple-stand on the corner of Oliver and Ailanthus street, seems to have united in his life the pleasures of work and the pleasures of idleness. Though I passed that way many months ago, and have seen him but once, the picture of him in my mind represents to me the fortunate occupation. He was sitting on a fire plug—a resting place that had been no expense to him whatever—his feet hung crossed before him, and he was smoking a pipe. He sold enough from his stand to pay for his lodging, his food and his tobacco; and I am sure, from the expression of his countenance and of his figure, that he was without care, and happy.—*Scribner's.*



This is a new apparatus for facilitating the study of Astronomy. It is intended to illustrate clearly to children and to adults the various phenomena of the heavenly bodies—the motion of the earth around the sun, and the changes of the seasons, the earth's axial motion, the precession of the equinoxes; nutation; tides; eclipses, both solar and lunar; the change of the pole star; changes in the declination and right ascension of stars; the difference between the sideral and tropical years; the retrogradation of the signs of the zodiac; the revolution the moon's nodes, etc.

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Respectfully yours,
WILLIAM CULLEN BRYANT.
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TO ALBERT WELLES, ESQ.

My dear Sir:—It is a pleasure to refer to the gratification I had in listening to your very beautiful poetic version of the "Life of the Saviour." It is a work much needed in families and Sunday Schools of the country, inasmuch as it is the only production of the kind which will satisfy the natural craving of children for instruction in a pleasing form.

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Very truly yours,
W. W. RAND.

No. 111 EAST 19TH STREET,
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ALBERT WELLES, ESQ.

My dear Sir:—I have read with interest the verses you have enclosed to me.

Your purpose is an admirable one. Parents, pastors and teachers will welcome the aid your poem lends them in their efforts to win for Him who best may claim the title "Children's Friend," the little ones entrusted to their care.

Faithfully yours,
WM. T. SABINE
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From the "*Home Journal*" Dec. 23, 1874.

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Some time since a detailed account of the plans of the Industrial Exhibition Company were published in the *Herald*. To re-state the object of the Company tersely, it is to build on what is now known as the "Cattle Yards," between Ninety-eighth and One hundred and second streets, near Central Park, a Crystal Palace, which is to serve as a perpetual museum, exhibition and sales mart, for the industries of the nations of the earth. It is hoped to have the buildings finished in 1876, so that all the products and works of art which have been at Philadelphia on exhibition, can be brought here and left permanently as a monument to American and foreign industry.

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CHILDREN OF THE JAPANESE.

The Japanese baby receives its name when it is seven days old; a boy only retains it until he is 15, at which time another is given him; when he marries he takes another, and a fourth, fifth, or sixth as he ascends in rank throughout his life; and when at last he dies this long string of names is blotted out and still another is bestowed upon him, by which he is to be known in the next world. When the child is three years old the hair is allowed to grow in three tufts, one on each side and one on the back of the head. When he is a year older he is invested with long, loose trousers, and receives from his sponsor a dress of ceremony, on which are embroidered storks and tortoises (emblems of longevity; the stork is said to live a thousand years, the tortoise ten thousand), fir-trees (which, being evergreen, and not changing their color, are emblematic of an unchangingly virtuous heart), and bamboos (emblematic of an upright and straight mind). The child is placed upright on a checker-board, facing the auspicious point of the compass, and invested with the dress of ceremony. It also receives a sham sword and dirk.

At 10 or 11 years of age the boys head is dressed like a man's, with the exception of a forelock which is allowed to grow. When the youth attains the age of 15 the important ceremony of cutting this lock is performed, and he takes his place with full-grown men. Another sponsor is chosen, who cuts off the lock and presents it secretly to the young man's guardians, who, in their turn, offer it up at the shrine of the family gods. "But," says a Japanese record of ceremonies, "this is wrong. The locks should be well wrapped up in paper and kept in the house until the man's death, to serve as a reminder of the favors which a man receives from his father and mother in his childhood; when he dies it should be placed in his coffin and buried with him."—*Home and School.*

RAISIN GROWING—Spain is the greatest producer of raisins. Those styled Valentia raisins find great favor with all classes of English people. A few years ago a crop of 12,000 tons for the supply of the world was considered large; now, London receives 12,000 tons out of a total of 20,000 tons that are grown. These raisins also find a large market in the United States and Canada. The improvement in the article most observable of late years, is that of removing the stalks before shipment. As no useful purpose has been found as yet for the stalks, they are generally burned. Muscatel, or table raisins, from Malaga, vary widely in quality. They are known as layer, bunch and loose raisins, the best being picked from the stalk. This sort is largely used in America. The finest growth of Muscatel comes to this country in decorated boxes, with colored paper and lace edgings, increasing the expense of packing to the extent of $125 per ton.

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MOHAMMED.

THE Arabs are like the sands of the desert, ever shifting and restless, exhibiting constant change but constant sameness also. Good and evil, the admirable and the terrible, are strangely united in them. The tribes form each an unbroken solidarity, one for all and all for one. Combined against all others their hands are against all. The Arabs are robbers, but chivalrous ones. Force is law to them in earnest, but the strong seek worthy rivals and are merciful to the weak. Generosity toward the defenseless lightens the sternness of the age of force. Their conduct toward their women is characteristic. Daughters are considered a great incumbrance, and the costum of killing female children at birth widely prevailed before Mohammed's time, but the Arabs have always been strongly solicitous for their women when grown up. Far from being the despised creature which she is generally supposed to be, woman exerts a great influence in the minds of the desert sons. The Arabs are occasionally perfidious, but no nation is so true to a pledge once given. A marked circumstance of desert life is its freedom from all restraint. Public opinion is the legislator and the judge. This is strong enough; no one can brave it.

The marriage of Mohammed with Kadidjah, the wealthiest widow of Mecca, was a turning point in his life. Henceforth, freed from cares about support, he could devote himself to his mission. Fifteen years later came that marvelous cavern scene, where, after days of watching, fasting and prayer, of wrestling with doubts and fears, came Mohammed's revelation. The Archangel Gabriel appeared and gave him the Koran and the commands of God. No longer a man of doubts and dreams, but a man of conviction and action, Mohammed set about his great purpose. What he aimed at was, first, to establish a purer form of religion for the groveling superstitions of the country. His religious notions were partly drawn from the New Testament, but, in the main, from the Old Testament and the traditions of the Jews. Second, he had great political aims as well as religious. He tried to make his people a unit and labored for the aggrandizement of his country. He obtained his end by his genuine, ardent enthusiasm. The crystallizing force of a common idea drew together the scattered tribes of the desert which had always kept apart. Mohammed must be looked on as sincere, as a prophet, not an impostor. He abolished the law of blood for blood, he repressed infanticide, he cast down the worship of idols, and he limited polygamy. His influence on Arabia, for a time at least, was beneficial.

EXPERIMENTS WITH PITH BALLS.

IF a light stem of glass, with pith balls on its ends, is suspended by a silk thread in a glass flask, so that the balls are nearly at the same level, and water is then put in the flask and boiled until all the air is driven out, and the flask is then corked, there will be a partial vacuum of say one-half or three-fourths inch pressure. If the flame of a candle is now brought near the flask, the pith ball which is nearest the flame will move away, while if a piece of ice is placed there, the pith ball nearest it will be attracted. Professor Reynolds, of Manchester, England, explains this singular occurrence on the molecular theory. The movement of the pith ball is due to the evaporation or condensation on its surface. When a liquid is vaporized each molecule is shot away from the surface with a certain force, and the pressure upon the surface is the same as the force exerted upon the molecule. The pith ball is a delicately suspended surface, and when a flame is brought near it the slight evaporation which takes place is enough to press the ball away from the heat-giving source. On the contrary, condensation diminishes the pressure upon a surface, and a piece of ice, by causing condensation, lessens the pressure upon one side of the pith ball, which accordingly moves toward it. These views are confirmed by the fact that the presence of moisture is necessary. Dr. Crooke, however, who originated (for another purpose) some of the experiments upon which Professor Reynolds builds his conclusion, does not agree with him. He says: "For my own part I wish to avoid having a theory on the subject. As far as the facts have led me, I think that the repulsion accompanying radiation is directly due to the impact of the waves upon the surface of the moving mass (the pith balls in the above experiment), and not secondarily through the intervention of air currents, electricity, or evaporation and condensation. Whether the ethereal waves actually strike the substance moved, or whether at the boundary surface separating solid from gaseous matter there are intermediary layers of condensed gas which, taking up the blow, pass it on to the layer beneath, are problems the solution of which must be left to further research.'

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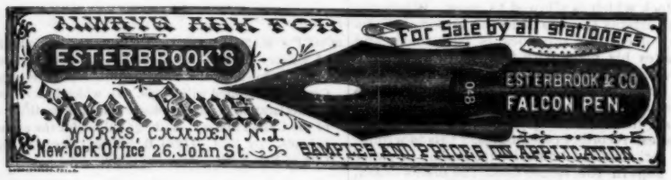
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